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

Collective Monograph



Professional Communication and Modern Methods of Language Training



Dnipro, 2026

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PROFESSIONAL COMMUNICATION AND MODERN METHODS OF LANGUAGE TRAINING

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UDC 81’276.6:811.111
P78

Recommended by the Academic Council of DSAEU
(protocol № 8 from 30.04.2026)

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P78 **Professional communication and modern methods of language training**: a collective monograph / edited by T. Stasiuk. Dnipro: Printing House “Vakhmistrov”, 2026. 292 p.

ISBN 978-617-8737-90-0

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UDC 81’276.6:811.111

ISBN 978-617-8737-90-0

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Preface

Fundamental changes are taking place in the higher education system, where the problems of acquiring knowledge, experience, practice, personal development, and competence development are being solved. Today, it is not only the foundation of the professional development of a future specialist, but also the key environment for the formation of his professional characteristics. The pedagogical process is aimed at harmoniously combining the intellectual growth of the applicant with the requirements of the dynamic labor market.

Professional communication and modern methods of language training are a relevant direction in communication and professional training research. The monograph is devoted to the study of complex aspects of training specialists in various specialties, whose activities are significantly improved through the use of language models and communicative techniques.

Language training of specialists is based on the integration of linguistic competencies, professional communication, and the psychology of professional relationships. It covers the improvement of writing, the development of speech, social communication, and the ability to effectively use language models in professional communication. It develops the ability to use language in various professional situations, including management skills and group work. Professionally oriented speech involves mastering professional terminology (Ukrainian and English) for working with professional or technical documentation. The psycholinguistic aspect covers the development of critical thinking, analytical thinking, skills in perceiving text and audio information, generating texts and messages in accordance with the purpose of the statement.

Also in the focus of our attention is professional, interpersonal and intercultural communication as a determining factor in the formation of the identity of a modern specialist. In the educational sphere, this aspect is interpreted as the formation of a

specialist's readiness for productive communication in a community environment while realizing and preserving their value orientations.

Professional communication today is also considered as a form of joint activity, where language is a tool for achieving common professional goals. The fundamental meanings, content and values in professional communication are not just etiquette, universal human values and rules. This is a real operational communicative system that makes cooperation between specialists creative, effective and constructive. This operational system develops, modifies and is able to adapt to the development of new areas of professional activity.

In the era of technological progress, the ability to express oneself through professional discourse acquires critical importance, since it is the skills of effective communication that determine the success of a specialist in various contexts. The subject of study also becomes the fundamental meanings, intentions and values in the professional communication of a specialist. These aspects are the basis of effective interaction of people in the professional environment and society. At the same time, scientists continue to explore current problems of education and personal development, seeking a balance between academic requirements and psychological well-being of the individual.

We express our sincere gratitude to scientists and practitioners whose thorough research and real experience formed the basis of this publication. We believe that this work will become a reliable resource for researchers and educators, helping to understand more deeply the dynamic relationship between language, personality and professional environment. We are convinced that the presented materials will become a valuable basis for further scientific discussions and will help teachers find the optimal balance between academic standards and psychological well-being of the individual in the learning process.

Section 1

"Methods and technologies of teaching foreign languages"

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UDC: 81'243:378.147

INNOVATIVE APPROACHES TO FOREIGN LANGUAGE TRAINING OF MARKETING STUDENTS

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Abstract. *The article highlights modern technologies of teaching a foreign language to students of the educational and professional programme "Marketing". The role of a foreign language in preparing future marketing managers for professional activity is considered.*

The necessity of using such technologies as case technology, professionally oriented training, project work, the use of information, telecommunication, cloud technologies and Internet resources, etc. in teaching a foreign language is substantiated.

In the article the role of foreign language communication in the future professional activities of students of educational and professional program 075 "Marketing" is analyzed. The article outlines the job description and key requirements for the position of a marketing manager.

The study establishes a clear link between foreign language proficiency and professional expertise. It highlights that foreign language communication is an integral part of the program's learning outcomes and is categorized as a general competency for the 075 "Marketing" specialty.

It is argued that a marketing manager's competitiveness in the modern market is largely defined by their ability to resolve professional challenges through foreign language communication. Furthermore, language proficiency fosters a specialist's personal growth, broadening their perspective while enhancing interpersonal skills and cognitive functions, such as memory and multitasking.

The article underscores the significance of English for Specific Purposes (ESP) with a particular focus on marketing terminology. It describes various classroom activities designed to cultivate the communicative competencies and language skills essential for the professional interaction of future marketing managers.

The study examines the viability of implementing various pedagogical methods, such as case studies, professionally-oriented training, and interaction with native speakers. It further explores the integration of project work, interactive and cloud technologies, and online resources in the linguistic training of future marketing managers. Additionally, the paper addresses the challenge of limited instructional hours allocated for foreign language study.

Key words: *foreign language teaching, methods of teaching a foreign language, marketing students, training of future marketing managers.*

Introduction. The economy is one of the determining factors in the development of our country, the success of which in turn depends on the level of training of higher education seekers in the field of economics and marketing. Rapid and fundamental changes in Ukraine's economy due to our country's focus on integration into the European Union require the Ukrainian education system to update the technologies used to teach foreign languages to students of the Marketing programme. Higher education in Ukraine is undergoing a strategic transformation to meet contemporary standards, prioritizing humanization, informatization, and an individualized, competence-based approach. Within this framework, foreign language proficiency emerges as a critical element of a marketing manager's professional toolkit. It facilitates international engagement, enabling future specialists to integrate global best practices – including European and American expertise – into their local context.

Research problem. Foreign language communication proficiency is established as a core general competency within the National Higher Education Standard for specialty 075 "Marketing" [1]. Educational institutions, higher education institutions in particular, face an important task: to prepare competitive specialists who are able to work in an international environment and, therefore, who are proficient in a foreign language. The study of the discipline "Foreign (English) for Professional Purposes" is of particular importance for marketing students in the context of the adoption on 23 April 2024 of Ukrainian Law No. 3642-IX on the official establishment of English as the language of international communication, and its study is being intensified at all levels of education. According to the adopted law, English acquires the status of "lingua franca" and requires the implementation of new effective approaches to learning, especially in the context of full-scale invasion and European integration processes.

Relevance of research. English is an important component of success for future marketing specialists. First, by studying English, marketing students will master professional marketing terminology, understanding its meaning and origin.

The theoretical basis of marketing is presented by world-renowned marketing experts in the original English language. Having developed a professional vocabulary, marketing students will be able to obtain the latest materials on the Internet from primary sources. Secondly, English classes will help them conduct marketing research more professionally, not limited to the Ukrainian market, and keep abreast of global trends in this field. Thirdly, knowledge of professional English is essential for doing business with foreign partners. In short, knowledge of foreign languages allows you to master your profession better, gives you the opportunity to develop comprehensively, allows you to understand yourself better and gain a deeper understanding of the world around you [2]. Regardless of their specialization, bachelor's degree candidates must master a foreign language at the B1+ level, while master's and doctoral degree candidates must master it at the B2 level. However, experience shows that simply increasing the number of hours devoted to foreign language study is not enough to achieve this goal.

The aim of the research. The aim of the research is to study modern technologies for teaching foreign languages to the students of the educational and professional programme "Marketing".

Research methodology. The study uses theoretical methods of analysis, systematization, comparison and classification of philosophical, psychological and pedagogical scientific concepts.

Analysis of publications. To date, the issue of training marketing students has been addressed by numerous scholars, including S. Adamiv, I. Basha, M. Vachevsky, I. Gogol, O. Golubyonkova, I. Gorbulich, S. Zhukov, R. Kubanov, Y. Mendrukh, Y. Ogirchuk, and O. Kachanovetska.

Researchers R. Kubanov, A. Putinsev, N. Pryschepa, Yu. Ogirchuk, O. Kachanovetska, and I. Chorna emphasize the implementation of active learning methods as a key strategy for fostering professional competencies among future marketing managers.

The use of case technologies in the educational process has been studied in the works of Yu. Surmin, O. Kozlova, D. Pospelov, I. Degtyareva, M. Raz, N. Volkova, R. K. Jin, and L.E. Lynn. Case study techniques in foreign language teaching have also been the subject of scientific research by I. Romanov, I. Forostyuk, L. Baidak.

The issues of humanization and humanitarization of education have been extensively researched, reflecting their profound significance in the multifaceted development of modern society. This rich theoretical legacy encompasses various concepts and trends fundamentally rooted in humanistic education. Notably, the principles of humanization serve as the cornerstone of the scientific contributions made by Sh. A. Amonashvili. The personality-oriented approach is presented in the studies of D. A. Belukhina, I. D. Bekha, E.V. Bondarevskaya, G. P. Vasyanovich, E. F. Zeer, in the works of V. P. Andrushchenko, I. A. Ziazun, V. G. Kremen, P. Yu. Saukh, V. S. Lutai, S. V. Kachalova, S. D. Kulnevich, O. Ya. Pekhota, I. S. Serikov.

The principles of leadership competence formation were highlighted in the dissertations of S. Kalashnikov, S. Nestulya, M. Milyaev, B. Goloveshko, O. Khmizova, and others. The role of foreign languages in the development of professional communication was examined by O. Chikhanova, S. Yusukhno, T. Korets.

The novelty of the research is to select and outline the most effective approaches to foreign language training of marketing students.

1. MODERN APPROACHES TO TEACHING FOREIGN LANGUAGES IN HIGHER EDUCATION INSTITUTIONS

1.1. The role of foreign language communication in the professional success of future marketing managers.

The cultivation of competitive professionals stands as a pivotal objective of contemporary education, as emphasized in such state documents as the Laws of Ukraine “On Education”, “On Higher Education”, the Decrees of the President of Ukraine “On the National Doctrine of Education Development in the 21st Century”

and “On Measures to Improve the Higher Education System” and a number of others [3]. To effectively and efficiently address these tasks, it is necessary to develop business and language skills in university students, which is the purpose of humanities courses. In particular, the study of foreign languages is aimed at developing such aspects of language training as grammar and style, communication, terminology, lexicography, cultural language, professional and applied language. In addition, it is important to deepen students’ linguistic knowledge in order to master professional terminology, develop a high level of oral and written communication in a foreign language, and develop professional skills in general. Teaching professional disciplines in a foreign language should become a priority. In order to maintain an adequate level of foreign language proficiency, constant practice is necessary. When studying professional disciplines in a foreign language, an appropriate foreign language educational environment is created where students can acquire this proficiency. This means that they do not only acquire specialized knowledge in their field, but also improve their foreign language communication skills at the same time. The following methods are suitable for use at schools and universities:

- ***communicative approach*** – the priority of this method is interaction between participants. The main principle is “fluency, not accuracy”. With this method, the teacher only creates pairs/groups, corrects students, and introduces new language units. The communicative method of teaching foreign languages is based on creating conditions close to the real communication process. The texts and exercises offered in such classes should be controversial and demonstrate conflicts that encourage students to discuss and express their own opinions. Learning is not guided by grammar, but by communicative intentions. Various interactive teaching methods are popular for developing speaking skills. These include, for example, creative activities, role-playing games, presentations, brainstorming, discussions, competitions with practical exercises, involving English-speaking specialists, creating business plans and projects, etc. The communicative method implies greater activity of students. Teacher’s objective in this case is to involve all the students in the

classroom into the conversation. It's necessary to exploit all the perception channels for better understanding and using of the language. The essence is in the creation of a real communicative situation. When recreating the dialogue students have an opportunity to put into practice all the knowledge they've acquired. A major advantage of the communicative method is a variety of activities used: role plays, dialogues, simulation of real communication. A communicative method sets forth the leading position along with a traditional grammar-translation method. The major principle of a communicative approach is full immersion into the language environment of the language learnt. A challenge to use only a second language helps students eliminate a language barrier and develop their language skills. Such an approach is aimed into teaching students building up the sentences directly in the language learnt using appropriate grammatical structures. That is communicative approach suggests first memorizing words and expressions and only after that analyzing them from grammatical point of view. The teacher then explains the meaning of new words using words, expressions and grammatical structures that are already familiar to the students;

- ***English as a Medium of Instruction (EMI) technology***. Such integrated teaching of content and language is carried out in most higher education institutions in Ukraine in English. The essence of this method is to teach a separate subject in English. In this way, the language is acquired spontaneously, while the types of work correspond to the subject being taught in a foreign language;
- ***content-based learning*** – the key principle of this method is to use material that interests the students themselves. This motivates them and helps them learn something new. Students learn grammar, vocabulary, and communication skills as they need them to understand and discuss the content. The target language (e.g., English as a Second Language – ESL) becomes the vehicle for learning other subjects, rather than the sole focus. The goal is understanding the content, with language proficiency developing as a byproduct. Using interesting, relevant topics boosts student motivation. Teachers use real-world texts, videos, and tasks related to

the subject. Language and content acquisition happen together. The method increases motivation and engagement develops language more naturally and contextually builds both language skills and subject knowledge simultaneously;

- ***presentation-Practice-Production (PPP)*** – the essence of this method lies in presenting new vocabulary and grammar in three stages. The first stage is the presentation itself. The second stage is use in controlled conditions (exercises). The third stage is free use by students (role-playing games). Among advantages are logical, step-by-step structure for introducing new material, a gradual transition from teacher control to student independence. ***Presentation***: The teacher introduces new language material, explains its meaning and form, and uses examples and pictures. Goal: to ensure understanding. ***Practice***: Students complete guided tasks (fill in the blanks, repetition, substitution exercises) to reinforce the correct use of the material. Emphasis on accuracy. ***Production***: Students use the language in a more free, communicative form (role-playing, dialogues), imitating real communication. Goal: natural application of what has been learned in real situations.

At the same time, practice shows that of all the skills covered by the Foreign Language curriculum, students find conversational language the most difficult to master. This is mainly due to the fact that in the absence of a language environment, it is quite difficult to develop students' speaking skills. And although the motivation of today's youth to learn English has increased dramatically, teachers still face certain challenges. The main ones are: insufficient number of teaching hours, large class sizes, limited number of communicative textbooks and, as a result, a lack of oral language practice per student. In today's world, learning foreign languages and developing cultural competence are becoming increasingly crucial tasks, as we live in an era of globalization where mutual understanding and effective communication among representatives of different cultures have become a necessity. Investigating these aspects of language education, particularly in the context of interpersonal communication, proves to be essential for cultivating competent professionals in various fields, including business, economics, and other domains.

Communication plays a significant role in the professional activities of a marketing manager, as it ensures the establishment and development of contacts between people, which is determined by the needs of professional activity. This is evidenced by the job description of a marketing manager, which outlines a list of requirements for this position. It includes the following functions: 1) searching for buyers or potential business partners; 2) conducting advertising campaigns and presentations of new products; 3) establishing mutually beneficial long-term contacts with buyers, suppliers, and business partners, and, conversely, terminating business relationships with them; responding to changes in the external and internal environment of the organization's marketing activities; interacting with other structural units of the enterprise; selecting and training personnel focused on the client and the company's goals; 4) consulting, where the marketing manager acts as an advisor on issues of improving the effectiveness of marketing activities and other types of professional consulting, giving advice to merchandisers on the placement of goods. Interpersonal communication among marketing managers, for example, can take different forms depending on the social context. In casual circumstances, it may resemble an informal conversation, where priority is given to mutual understanding and openness, while formal situations may require adherence to communication standards and norms. Professional communication in the work of a marketing manager is the subject-subject interaction of the marketing manager with consumers of marketing services aimed at achieving a positive result.

Communication in a foreign language is one of the most important conditions for successful employment and career building. Knowledge of foreign languages expands access to international information and facilitates cooperation with partners and colleagues from other countries, which is important for success in modern marketing business.

At the current stage of development of higher education institutions, integration into the international education system is becoming increasingly important, including the formation of foreign language communication skills through active study of foreign languages. Some researchers point to the importance of the

connection between foreign language communication skills and professional skills and argue that the effectiveness of a specialist's work largely depends on the extent to which the language component is integrated into the overall structure of their subject-specific and technological training, and the process of developing foreign language professional competence involves the "intersection" of foreign language skills and the subject content of the profession when performing professional tasks. Therefore, in the current conditions of modernization of higher education in Ukraine, scientists consider the ability to communicate in a foreign language to be a strategic goal in the training of competitive marketing managers [4].

Communication in a foreign language is included in the Ukrainian higher education standard for speciality 075 "Marketing" [5], and therefore in the list of some program learning outcomes for 075 "Marketing", such as "Present and discuss the results of scientific and applied research, marketing projects by the means of foreign languages", "Demonstrate skills in written and oral professional communication by the means of foreign languages, as well as the proper use of professional terminology", "Demonstrate proficiency in at least one foreign language, including specialized professional terminology" are general competencies of 075 "Marketing" program ("Ability to communicate in a foreign language") [6], etc.

The significant developmental potential of this subject and its role in solving many educational and upbringing tasks are taken into account. In modern conditions, learning a foreign language as a means of communication cannot be limited to applied and narrowly specialized purposes. The communicative-functional approach is applied in English language classes to focus on real-life language usage and emphasize communicative skills. This approach encourages active participation of students in various language tasks where they can apply their knowledge in practical scenarios. It supports not only the development of language proficiency but also the cultivation of the ability to interact effectively in real-life situations, helping students prepare for interpersonal communication in an international context.

Thus, understanding and developing interpersonal communication in language education not only enhance the level of language competence but also contribute to the formation of intercultural competence and broaden students' opportunities in international interaction.

Therefore, mastering the above-mentioned competencies contributes to the formation of a well-rounded personality of a future specialist. S. Savignon defined foreign language competence, namely the ability to communicate in a foreign language, as the ability to function in real communication situations and interact with unfamiliar people. At the same time, the researcher draws attention to the fact that successful communication largely depends on the communicator's willingness and desire to take risks and express their thoughts in a foreign language, actively using linguistic means (vocabulary, grammatical and syntactic constructions). In any situation that requires communication in a foreign language, there are three components: the problem, the knowledge to solve it, and critical and creative thinking. In foreign language classes, such activities are provided by working with texts, problems, solving game tasks, etc. Future marketing managers must be proficient in dialogical and monological speech using common and basic lexical and grammatical means in basic communicative situations of formal and informal communication; the basics of public speaking (reports, announcements, oral presentations), and the necessary skills for understanding dialogical and monological speech in everyday and professional communication. Therefore, due attention should be paid to the study of foreign language for professional purposes (ESP English for Professional Purposes) with an emphasis on mastering marketing terminology. A specialist must understand simple pragmatic texts and texts of a narrow and broad profile of the specialty. To this end, it is advisable to use authoritative online resources such as Harvard Review and Forbes, public economic reporting documentation, and specialized dictionary sources [7]. Skills in various types of written communication are necessary: abstracts, theses, articles, reports, private and business correspondence, autobiographies, etc., as well as the ability to read and

translate authentic professional texts in a foreign language [8]. Moreover, most terms in marketing are of foreign origin, as a result of the global development of this field and the constant introduction of new tools and strategies, which often first appear on the English-speaking market.

1.2. Personality-oriented teaching and an interdisciplinary approach in the training of marketing students

In the educational process, priority is also given to teaching methods that encourage the development of cognitive and personal qualities in students. The Ukrainian laws "On Education", "On Higher Education", the "National Doctrine of Education Development" and the decree of the President of Ukraine "On the Main Directions of Higher Education Reform in Ukraine" emphasize that the modernization of higher education in Ukraine should be aimed at its humanization, the growth of the intellectual, spiritual and moral potential of the individual and society, ensuring the real preparation of the individual for life and professional activity on the basis of modern approaches, preserving the best national traditions, taking into account the trends of European integration and globalization processes. Domestic psychologists who study the mechanisms of intellectual operations, perception, and creativity have concluded that foreign languages actively contribute to the development of memory, associative and logical thinking, which are necessary in the process of scientific cognition, where the so-called exact sciences dominate, by engaging the emotional factor. Thus, the problem of humanization has encountered the problem of humanization, i.e., the study of the characteristics and patterns of psychology of active perception, assimilation, memorization by a person in the learning process [9]. Humanism (from Latin humanus, humane) is the recognition of the value of a person as an individual, their rights to free development and the manifestation of their talents. Humanitarian (French humanitaire) – human nature, education related to social existence and human consciousness. Humanities education

is the educational process of teaching and learning humanities disciplines, the main ones being history, philosophy, political science, cultural studies, philology, Ukrainian studies, psychology and pedagogy, and law.

The most significant thing that unites both categories is a decisive shift towards the student's personality, focusing efforts on comprehensive development, identifying abilities and realizing potential. Recognizing the humanization of education and the student as the main actor in the entire educational process essentially means ***personality-oriented learning***.

The goals of ***personality-oriented learning*** are to:

- identify the life experience of each student, their cognitive abilities, level of intelligence, and interests, which must first be revealed and then developed in the learning process;
- to foster positive motivation in the learner for cognitive activity, the need for self-knowledge, self-realization and self-improvement;
- to develop mechanisms of adaptation and self-education in the learner.

The main rule of cooperation is the desire to be oneself, to behave naturally, to be open, and the condition for self-disclosure is the awareness of one's personality as a unique, unrepeatable world. By mutual agreement of both subjects of the educational process, both the teacher and the student, like any other person, have this right. The decisive factors in the implementation of the idea of humanization in real pedagogical practice are the value orientations and content attitudes of the teacher towards the student:

- the teacher's motivational focus not only on the subject, but, first and foremost, on the student – the future specialist;
- pedagogical humanism, which is impossible without the teacher's perception of themselves and their students;
- empathetic attitude towards students, which involves the desire and ability to feel others as oneself, to take their position, to understand their inner world, to feel and perceive their problems and experiences;

- tolerance, aimed at understanding that all students are individual and unique, and that everyone has the right to their own opinion;
- congruence, which involves understanding one's personal world and feelings and perceiving oneself as a developing personality with the right to make mistakes, acting "here and now" and perceiving everything that is spontaneous and immediate in a learning situation;
- reflectiveness, which allows teachers to observe their activities, be prepared to review them, and respond in a multifaceted manner when interacting with students; listen to and observe students who provide multifaceted information about themselves verbally and non-verbally. dialogism as the desire and ability to listen to and hear students, the ability to conduct interpersonal dialogue based on equality of positions, mutual trust and respect. It is dialogical relations that contribute to the humanization of teacher-student relations [10]. In this regard, it is important to highlight the features of a person-centred approach: organization of subject-subject interaction; creation of conditions for self-actualization of the personality; its activation; ensuring external and internal motivation of applicants; obtaining satisfaction from solving educational tasks and assignments in cooperation with other educational entities; shifting the emphasis in the functions of the teacher to the position of a facilitator. A personalized learning path is an excellent tool that gives students complete control over their learning and allows them to effectively acquire and retain skills. The main benefits for students are improved learning outcomes and learning experiences, and for educational institutions – a stronger reputation as an institution that values and supports the individual learning.

However, it does not impose a path of development on the student through a "team" structure of their activities, but creates more flexible conditions, enabling them to independently choose their path of individual development. Person-oriented learning gives students the right to be involved in shaping the curriculum and implementing the principles of a competence-based approach to education. An example of this is, in particular, elective disciplines. It is more effective – and this is

confirmed by the practice of many foreign universities – to give applicants the right to choose, after the first courses, which are dominated by basic general education subjects, to take a course in those disciplines within the established programmes that they like. Personal interest motivates students. All this indicates the need to actively apply the achievements of psychology to organize and improve the educational process in line with humanization. The main task of the teacher in the process of a person-oriented approach is to reveal the student's own potential and use it in the organization of learning. It is important to take into account that, in their lives, students use the "pre-knowledge" acquired in their surrounding environment. Therefore, in person-centred learning, the teacher should start not with the communication of knowledge (the introduction of scientific information), but with the disclosure of the relevant subjective experience of the students, and then rely on it to form scientific knowledge (concepts). This requires a fundamentally different teaching methodology and different forms of cooperation between the teacher and students.

Based on the above, it is important to highlight the features of a person-centred approach: organization of subject-subject interaction; creation of conditions for self-actualization of the individual; its activation; ensuring external and internal motivation of applicants; obtaining satisfaction from solving educational tasks in cooperation with other educational entities; changing the focus of the teacher's activity from the position of a commander to that of a facilitator. A facilitator is a person who manages the process of group interaction, creates a comfortable psychological atmosphere in the group, helps learners understand common goals and plan their work together, achieve these goals during work, encourages participants to cooperate and discuss, ensuring effective communication between group members so that each participant uses their potential, guides the process of searching for information, and helps solve problems on the basis of mutual respect and tolerance.

The speciality of "Marketing" is classified as an interdisciplinary speciality, which necessitates integrated knowledge to identify and describe cause-and-effect relationships based on the analysis of marketing information. The social disciplines

taught to marketing students allow them to perceive the world around them not as a sum of disparate laws, patterns and concepts, but as a coherent, harmonious world in which different types of knowledge do not contradict each other, but complement and enrich each other with new ideas, conclusions and theories. We share the opinion of S. Adamiv [11] that this approach involves creating a holistic understanding and comprehension of marketing activities in students, as well as comprehensive scientific, pedagogical, technological and methodological training in higher education institutions, which contributes to the formation of professional competence. The process of integration in the training of future marketers is a certain interpenetration of the content of economic and humanitarian disciplines with the aim of forming a system of comprehensive knowledge about marketing activities (combining systemic and activity-based approaches) and, on this basis, a marketing worldview, as well as creating the preconditions for professional understanding of their own activities and the formation of an individualized set of general cultural and professional competencies. An example of interdisciplinary integration in the professional training of future marketers is the teaching of foreign languages in higher education institutions – mastering the language to the extent necessary for communication in the field of professional activity and personal communication, as well as business communication skills. This is achieved through the study of the disciplines “Foreign Language (for Professional Purposes)”, “Second Foreign Language” and “Business Foreign Language”.

Therefore, effective English teaching technology should enable marketing students to discover or acquire new knowledge; facilitate the learning process; be natural and as close to real life as possible; be appropriate for the age and level of knowledge of students in order to motivate them to continue learning; and help them develop their logical thinking. The teacher is a consultant, advisor, and colleague, not a transmitter of information. They are a person who guides the student and works with their requests, helps them understand themselves, ask the right questions, clarify

them, choose a path, and stay on it. Students are directly involved in the learning process, which encourages independent decision-making, situation modelling, and mental activity.

1.3 Formation of soft skills of marketing students in the process of learning a foreign language

In these times of rapid economic transformation on the path to full-fledged market relations, the state needs highly qualified marketing specialists of the new generation who are capable of working effectively both in the domestic market of Ukraine and in the international economy. Under these conditions, leadership competence, which is the foundation of a successful marketing professional, becomes particularly important. Thanks to developed leadership skills, a marketing specialist is able to unite a team, think critically and make the right decisions, attract the attention of others, initiate interaction in the communication process, perceive, understand and evaluate themselves and others, predict the behavior of another person and determine ways to influence them, come up with original ideas, and maintain a balance between their internal state and external circumstances. One of the most effective ways to develop the leadership skills of future marketers is through foreign language classes. The importance of foreign languages in the professional activities of a marketer cannot be overestimated. The ability to communicate in a foreign language adds confidence in professional activities, therefore it is a mandatory component of higher education. Mastering a foreign language as a means of communication and acquiring professionally-oriented foreign language competence is necessary for professional communication [12]. The learner takes a leading position in the classroom because they feel responsible and make decisions, understanding that fluency in a foreign language opens up broad prospects and unique opportunities. This allows them to develop leadership qualities, teaches discipline, responsibility, how to make the right decisions, and take specific actions. At the same time, active teaching methods are a tool for improving the effectiveness

of developing leadership skills in future marketers and, at the same time, helping them learn a foreign language [13]. Active methods are effective for teaching future marketing managers English-language professionally oriented dialogue, as they involve the organization and development of dialogical communication, which leads to the joint solution of common tasks that are important for each participant in professional communication.

Active teaching methods in foreign language classes contribute to the development of leadership skills and the expansion of leadership potential. By completing tasks in groups, students not only practice a foreign language, repeat and consolidate the material they have learned, and develop their creative and organizational abilities, but also learn to communicate with each other, listen to the opinions of other team members, are not afraid to express their opinions, find compromises, and present the results of their activities. This develops students' public speaking and presentation skills and leadership abilities and qualities that are important for their future professional activities.

We consider the following active teaching methods to be the leading means of developing the leadership competence of future marketers in the process of learning a foreign language:

1) case method (from the English word "case") – a teaching technique that uses descriptions of real situations in which students must analyze the situation, understand the essence of the problems, propose possible solutions, and choose the best one;

2) business game – a means of modeling various conditions of professional activity by searching for new ways to perform it, which imitates various aspects of human activity and social interaction. In the process of the game, students learn to make a single decision, work in a team, listen to others, and be heard. The game is a specific type of active learning with its own patterns and characteristics, where the teacher and student are equal partners, the learning process takes place in an atmosphere of goodwill and constant interaction between students, between students and teachers, and between teachers and students. The game helps to effectively develop the

relevant skills, form personal values, and promote cooperation. It enables the teacher to become a desirable leader for students and ensures a deep understanding of the theoretical material. Game modeling in the pedagogical process is a means for students to perform leadership functions;

3) discussion, debate – analyzing the experience of leadership competence formation in the United States, we can conclude that this method is very effective for developing leadership in students. In this case, the latter is closely related to the formation of communication skills. After all, a successful leader is distinguished by the ability to express themselves clearly and logically. They also encourage students to identify their own aspirations, resources, and leadership qualities, and develop in students a strong motivation to acquire new knowledge and gain interdisciplinary problem-solving experience. In general, debates develop students' critical thinking, the ability to effectively organize the thought process, and express their thoughts in a logical sequence. They contribute to the mastery of oral speech and the art of persuasion, and form the skills of composing speeches and public speaking. All types of debates have the following common features: 1) the sides always have an equal number of speakers; 2) the sides have the same amount of time for speeches; 3) the affirmative side usually speaks first. During the debate, the teams competed against each other on a specific topic in English. The main goal of both teams was to present their position, their arguments “for” or “against” in a competent manner and within a certain time limit, convincing the judges, who evaluate the results of the debate and determine the winner in each round, of their rightness. The subject of discussion was a statement, a so-called resolution, which required evaluation and determined the key issues for discussion in the debate, the opponents’ arguments, and the parties’ cases;

4) project – in choosing this teaching method, we relied on the opinion of M. Dyachenko-Bohun [14], who notes that the group project method encourages students to interact with others, exchange ideas, and take responsibility for joint decisions. creates conditions for the development of various necessary qualities in them, both as autonomous and socially active individuals capable of interact in a

study group and take responsibility both personally and for the study group, which promotes socialization of the individual, develops their professional and business activity, i.e., creates conditions for the formation of leadership competence in applicants. Project-based learning is also a form of interdisciplinary knowledge integration;
8) seminar-discussion (and other types of seminars) – a form of dialogical communication during which practical experience in discussing and solving theoretical problems is formed.

The following are examples of interactive pedagogical approaches designed to cultivate leadership competencies in aspiring marketing managers at DSAU through foreign language instruction. The starting point was an educational lecture-discussion with multimedia support entitled "Famous Marketing Leaders." It integrated the disciplines of "Foreign Language", "History", and "Marketing". Students watched TED talks with famous marketing leaders and on the topic of leadership in English, namely Steve Jobs' brilliant speech to Stanford University graduates, Seth Godin's speech "How to Spread Your Ideas", Simon Sinek's "How Great Leaders Inspire Action", Steven Johnson's "Where Do Great Marketing Ideas Come From?", Rosalind Torres' "What It Takes to Be an Effective Leader", Adam Grant's "The Surprising Habits of Original Thinkers", Drew Dudle's "Everyday Leadership" and others. After the viewing, a discussion in English took place. The following questions were discussed: "In your opinion, how did the leadership competence of outstanding marketers manifest itself?", "What approach makes a company a market leader?", "Which of them did you like the most and why?", "What qualities and skills make a person a leader?", "How do brilliant marketing ideas arise and what is their basis?" and others. Marketing students found the seminar-discussion "Stay motivated!" interesting, which took place during a class on "Foreign Language (for Professional Purposes)" where they discussed motivational statements prepared in advance in English. Then the students chose the statement they liked the most and explained why. The seminar was based on a combination of the disciplines "Foreign Language" and "Theory of Motivation".

Group project “Start-up”. Students are marketing managers in an institution engaged in the production of goods/services (the type of economic activity is determined by the options). The task is to jointly develop a marketing project to promote a product (service) on the local market using digital learning tools. The task was carried out in small groups (4–5 people). The project presentation was held in English.

Discussion club “Modern Leader-Marketer.” The club is another interactive form of work aimed at communication, exchange of ideas, improvement and development of students' knowledge in various fields of activity, and personality development. The special role of clubs is to organize intellectual communication, create an atmosphere of collectivism, develop public activity skills, and provide opportunities for emotional and psychological relief [4]. At club meetings, students listened to speeches by famous world leaders (N. Mandela, A. Sakharov, W. Churchill, Mary Kay, etc.), read books on leadership (“Leadership Development”, “Theory and Practice of Leadership Formation”, “Pedagogy of Leadership”), watched film clips (Dead Poets Society, Joan of Arc, The Man Who Changed Everything, etc.), followed by discussions and debates in English.

Therefore, provided that they have mastered leadership skills, marketing specialists are able to solve various problems (meta-tasks) in their professional, social, and personal lives. A foreign language is one of the effective tools for developing the leadership skills of future marketing managers, and active teaching methods help students not only improve their language skills but also develop their leadership skills. We see the search for other effective methods of developing the leadership skills of future marketing managers in classes on the subject “Foreign Language (for Professional Purposes)” as a prospect for further research.

2. THE LATEST APPROACHES TO TEACHING FOREIGN LANGUAGES TO FUTURE MARKETING MANAGERS

2.1. The latest methods and approaches in teaching foreign languages to marketing students

The main modern methods and approaches in teaching foreign languages to future marketing managers are:

1. Case study techniques (Case-study/Case method):

- analysis of real business situations (marketing campaigns, brand successes/failures);
- development and presentation of solutions to business tasks requiring the use of specialized vocabulary;
- role-playing games (negotiations, presentations) in the context of case studies.

2. *Interactive technologies*:

- project work: creating marketing plans, advertising texts;
- business games, simulations: imitation of work in the marketing department;
- discussions and debates on marketing trends and consumer behaviour.

Interactive methods in teaching a foreign language are also in a position to ensure a high level of activity and independence of students. With professionally-oriented training, the following methods of interactive training can be used: business games, disputes, discussions, performances, conferences. First, they ensure the interdependence of individual and group forms of student work; furthermore, they model certain problematic situations that occur in the professional activities of a specialist in real conditions; it encourages students to make decisions and achieve their goals; also, they contribute to the creation of a positive creative environment in the classroom and, as a result, eliminate barriers of anxiety and fear when generating foreign language speech; and, which, in fact, is the most important – these methods make it possible to comprehensively implement the principle of professional orientation of training, which makes it possible to boost students' interest in foreign language classes and improve the educational process. Under this approach, a foreign language becomes one of the means of studying a specialty [15]. Among certain

advantages of interactive learning, the following should be highlighted: establishing a friendly atmosphere and relationships among participants in communication; providing students with the opportunity to be more independent and confident; encouraging students to cooperate, cheering them up, enhance their resistance to the fear of making mistakes; creating the comfortable environment to overcome their fear of the language barrier [16].

3. Vocational education (ESP – English for Specific Purposes / foreign language for professional purposes):

- learning specific marketing vocabulary and idioms (SWOT-analysis, USP, KPI, AIDA-model, digital-marketing);
- working with original sources: articles, research, case studies of global brands.

4. Blended Learning:

- working with original sources: articles, research, case studies of global brands.

***5. Integration with IT* tools**:

- Use of tools for analytics, SMM, which requires knowledge of English.

The purpose of language training:

- ensure fluency in professional terminology;
- develop written and oral communication skills in an international business environment;
- teach students to analyze markets and consumer needs in a foreign language;
- prepare students for effective participation in international projects and work in multinational companies.

Furthermore, the dynamic landscape of modern communication, marked by technological advancements and virtual interactions, introduces additional dimensions to interpersonal communication. The integration of contemporary technologies necessitates new approaches to teaching and learning, emphasizing the importance of adapting communicative skills to electronic platforms and navigating the nuances of virtual interactions. As language learners navigate these evolving

forms of communication, they acquire not only linguistic proficiency but also digital literacy, essential for effective interpersonal communication in the digital age.

The implementation of modern technologies in the training of future marketing managers includes professionally-oriented foreign language teaching, project-based learning, the use of information and telecommunications technologies, working with educational computer programmes for foreign languages (multimedia systems), distance learning technologies for foreign languages, creating presentations in PowerPoint, using Internet resources, teaching foreign languages in a computer environment (forums, blogs, e-mail), and the latest testing technologies (creating a bank of diagnostic materials from the course "Foreign Language" for computer testing). In modern conditions, the use of cloud technologies in the process of teaching foreign languages is relevant: Google Groups (a service that enables collaborative work on creating, editing and publishing documents), Google Mail (e-mail with an extended interface), Google and Deeple Translator (online translators), Google Docs (documents, tables, presentations, forms, diagrams, drawings), Google Labs (an incubator for ideas for new services), Google Calendar (an electronic calendar with event reminders and group notifications about upcoming events), etc. The main advantages include: accessibility (Google provides all of the above services free of charge); interactivity (cloud technologies allow interaction between all participants in the educational process); complementarity (cloud technologies penetrate all areas of the educational process and can be used both in foreign language classes and during extracurricular foreign language learning activities, such as guided independent work and independent work); visibility (thanks to the above-mentioned cloud services, students and teachers have instant access to the results of both joint and individual work, such as presentations); accessibility (on the one hand, cloud technologies do not require constantly running computers, mobile devices, etc. for their functionality; on the other hand, collaborative work on projects, distance learning, setting and completing tasks – all this becomes possible even if the participants in the foreign language education process are located in different parts of

the world and do not have special equipment with installed software. All you need to access cloud technologies is a computer or mobile device and Internet access. Undoubtedly, cloud technologies are not innovative technologies for teaching foreign languages, but they provide an additional tool for participants in the learning process and bring a novelty effect to modern pedagogical technologies. It has been proven that learners acquire foreign language communication skills best through interactivity and interaction. Teachers should try to use real-life situations that require communication and cooperation (collaborative work) between learners, such as discussions, role-playing games, simulations, etc. The essence of interactive learning is that the learning process takes place under conditions of constant, active interaction between the teacher and all learners. Interactive learning involves modelling real-life situations, using role-playing games, and solving specific problems based on an analysis of the circumstances and the situation at hand. Teachers should provide communicative tasks as training and learning exercises that could ultimately which could ultimately serve to solve future professional tasks.

Modern pedagogy advocates project-based teaching of professional English. Researchers believe that professional projects should "form the core of the ESP program, as they create conditions similar to real professional situations for future marketing managers" [6, p.57]. The use of the project method in teaching foreign languages for professional purposes to future marketing managers involves individual or group work on a specific problem, which requires the use of teaching methods and tools and the integration of knowledge and skills in foreign languages and professional disciplines to solve it. However, this technology is not used often enough, which can be explained by a number of reasons: insufficient development of the educational and methodological process for the effective training of specialists using projects, insufficient knowledge of the teacher to prepare a high-quality topic, the need for careful linguistic preparation of the project, etc. Foreign language learning technologies for future marketing managers include communication with native speakers, which brings learning closer to real-life working conditions in an

international context. It is also important to involve specialized resources that adapt content to the needs of marketing managers, including the study of professional vocabulary and analysis of advertising campaigns in foreign languages. Modern tools for learning a foreign language, which allow learners to communicate with native speakers and bring the learning process closer to real life, are mobile applications and online platforms. Such platforms often offer interactive tasks and resources for developing communication skills, which are critical for marketing managers.

For the same purpose, you can use online resources that provide access to authentic materials (articles, videos, podcasts) in foreign languages, allowing future marketing managers to immerse themselves in the language environment and learn specific industry vocabulary. The relevance of using authentic texts in foreign language classes lies in the fact that they show how people communicate in this language in a natural linguistic environment, which, in turn, is the main factor in successfully mastering a foreign language. The use of authentic materials in foreign language classes for future marketing managers has certain advantages:

- authentic texts are diverse in style and subject matter, and working on such texts is of considerable interest;
- authentic texts are the best way to learn about a country's culture, as learners learn to understand humor and social norms;
- authentic texts introduce natural language use in a natural context;
- authentic materials seem more interesting and are a greater incentive for learning than adapted materials, since "processed" materials lack the author's individuality and cultural insights;
- learners become more motivated and confident because they understand native speakers and can cope with problems that arise in real-life situations [5, p.103].

Training should also focus on learning terminology and specific vocabulary related to marketing, advertising, consumer behavior, digital marketing, and international trade. This allows marketing managers to interact effectively at the international level. The following is the example of what type of learning material you could include into

foreign language classes for marketing students. One of the ways is to listen to the material focusing on various types of advertising, preliminary to explain some of the abbreviations used in the ads. Then you can ask students to say where they might expect to find ads in this format (magazines, newspapers, leaflets) and discuss how the advertisers of these products would advertise in other media: TV, billboards, on the Internet. In pairs students discuss current advertisements that have caught their attention recently and explain what they like and dislike about them. Students try to include some ads for products made by companies well-known for their logo or trademark, then clarify definitions of such terms as: brand, trademark, logo; listen to the dialogue on the subject of brands and branding, then mark the statements that are true according to what they heard. Draw students' attention to compound adjectives like cost-cutting, customer-friendly, mouth-watering, long-lasting used in the world of advertising and ask them to find more examples and read them aloud. At the lessons try to teach y students how to chair a meeting. To begin with, study with students key vocabulary of meetings, then listen to audio material concerning different meetings: receiving information from managers, giving progress reports to managers or to a team, discussing day-to-day departmental matters, making decisions at the meetings with other managers [19].

The use of platforms for communicating with native speakers (e.g., in mobile applications) enables future marketing managers to practice their language skills in real-life situations, which helps them develop confidence in using the language for professional purposes.

Research results show that even if the level of foreign language proficiency is satisfactory after the first two years of study, it deteriorates significantly in the senior years due to the absence of English in the curriculum. As for knowledge of English-language marketing terminology, it is obvious that without studying it, future marketing managers will not be able to conduct professional activities related to cooperation with foreign partners at the proper level. Thus, it can be concluded that the insufficient number of hours allocated for foreign language learning and the

insufficient focus on learning marketing terminology make it impossible to provide high-quality training for specialists who will be able to ensure the recovery and development of post-war Ukraine through European integration. Based on the above, it is recommended that elective English language courses be introduced to compensate for the shortage of English language hours in the senior years [17].

2.1. Case method

The case method is an active learning method that encourages students to acquire knowledge independently. Case technology (case method) (from the English word “case”) is a teaching method that uses descriptions of real professional, economic, and social situations in which students must analyze the situation, understand the essence of the problems, propose possible solutions, and choose the best one. The pedagogical essence of the concrete situation method lies in identifying and solving real, relevant problems in situations of uncertainty, which are often contradictory. This method contributes to the training of highly qualified specialists by integrating the linguistic and professional spheres. The use of case technology motivates learners to speak a foreign language while solving problems that interest them or are related to their future profession. According to the authors, it is relevant to refer to the video hosting service TED Talks, which is a resource for learning modern authentic foreign languages. TED (Technology Entertainment Design) is the name of a non-profit organization in the United States and the intellectual conferences it organizes. The foundation's mission is to “spread ideas worth spreading”. To this end, lectures are made freely available on the conference website or on YouTube. The TED.com platform, based on authentic materials, provides an opportunity to develop various linguistic skills (listening, pronunciation, grammar, writing, vocabulary enrichment). Thanks to the variety of topics discussed and the interesting, charismatic speakers who present their speeches, future marketing managers have the opportunity to join global achievements in their field of activity;

learn to present ideas, taking into account the example of real professionals; develop critical thinking; analyze information; learn to formulate their own thoughts accurately and convincingly, and master public speaking skills. Since TED Talks speakers often include leaders and heads of companies, organizations and enterprises who present their thoughts, ideas and experiences of successful activities, this can be good material for students not only to improve their foreign language skills, but also to develop their professional knowledge. Effective tools for encouraging students to learn a foreign language include involvement in various youth and student exchange programmes; participation in joint international projects, English-language conferences, webinars, etc.; and volunteer work. Language training methods for marketers focus on the practical application of language in a professional context, and the key tools are case technologies (case method), which use real-life situations to study terminology, business communication, market analysis, writing marketing materials and conducting negotiations in a foreign language, combining theory with practice to develop language skills, critical thinking and professional competence.

However, the case method (from “case” – situation) as a technique for using real situations for teaching was first applied at Harvard Business School in 1924. Case technology (case method) is a teaching method that uses descriptions of real professional, economic, and social situations in which students must analyse the situation, understand the essence of the problems, propose possible solutions, and choose the best one. The pedagogical essence of the concrete situation method lies in identifying and solving real, relevant problems in situations. to study a specific discipline; 3) to promote the active acquisition of knowledge and skills in collecting, processing and analyzing information; 4) to develop analytical, practical, creative and communication skills. The case method allows students to develop the necessary skills, namely the clear execution of a given task, the ability to formulate a contrary opinion, argue and defend their own point of view, think critically and solve problems under time constraints. Yu. Degtyareva argues that in the context of linguistic training, the case study method enables students to creatively apply

language material based on their professional knowledge. This method contributes to the training of highly qualified specialists by integrating the linguistic and professional spheres [20]. The use of case technology motivates students to speak a foreign language when solving problems that interest them or are related to their future profession. N. Volkova emphasizes that the use of the case method will be most effective if the selection of material takes into account the special, professional, age and other interests of students [21]. The case method is perfectly suited for use in foreign language classes, as this type of work combines all types of speech activity: reading, speaking, writing and listening. Y. Surmin believes that when working with the case method, the main functions of a teacher's work are unified: educational, teaching, organizational, and research [22]. In addition, a teacher using this method must carry out certain complex preparatory work, which is determined by the need to involve purely professional material from other specialities, but brings the work to related professional areas that are necessary for the student in their future profession. First, the necessary lexical material is provided and an overview of the problem as a whole is given, the main issue is identified and proposals are formulated by groups of students. The proposed solutions are analyzed and the most optimal one is selected.

Learning foreign languages through the analysis of real cases of international advertising campaigns, brands, and marketing strategies helps future specialists understand global trends and successfully implement them in their work. Y. Degtyareva [20] argues that in the context of linguistic training, the case study method enables students to creatively apply language material based on their professional knowledge. This method contributes to the training of highly qualified specialists by integrating the linguistic and professional spheres. The case method is perfectly suited for use in foreign language classes, as this type of work combines all types of speech activity: reading, speaking, writing, and listening. Teachers who use this method must carry out certain complex preparatory work, which is determined by the need to involve purely professional material from other specialties, but brings the work to related professional areas that are necessary for the student in their future profession.

First, the necessary lexical material is provided and an overview of the problem as a whole is given, the main issue is identified, and proposals are formulated by groups of students. The proposed solutions are analyzed and the most optimal one is selected. At the end, the activity is evaluated by the students and the teacher.

There are the following ***types of case methods***:

- ***practical cases*** – case study is a short case that describes a specific situation. It is used during a lesson to illustrate a particular idea or raise a question for discussion;
- ***educational cases*** – these exercises give students the opportunity to apply their knowledge in practice;
- ***research cases*** – these are aimed at involving students in research activities. A case situation is a classic case that requires the student to analyse the situation. Answer to the question "Why did the situation develop in this way and how can it be resolved?". A case study can be short or long, specific or generalised. Avoid excessive information and information that is irrelevant to the topic. In general, the case should contain a measured amount of information that would allow applicants to quickly understand the essence of the problem and provide all the necessary data for its solution. The case may contain not only textual information, but also graphs, tables, diagrams, illustrations, films, audio and video materials. Applicants acquire language skills already at the preparatory stage of the case, so at this stage it is worth doing phonetic, lexical and grammatical exercises in a form that is interesting for students. Experience confirms that this method is most effective when used at the final stage of studying a particular topic. Classes using case technology are most effective with students who have an intermediate or advanced level of foreign language proficiency. However, since it is possible to use prepared material, students of different levels can participate in the work.

In general, the speciality of "marketing manager" is rich in various topics that can be used in case technology. We will give an example of using the case method in working with future specialists in the field of marketing.

Case

(communicative skills)

Aim: to train communicative skills.

Time of the activity: 10 minutes.

Procedure: the trainer pairs the participants. Role 1 – an employee of the HR department conducting an interview. Role 2 – a candidate for a marketing position.

Instructions for Role 1: After interviewing eight candidates for the marketing manager vacancy today, you have a clear frontrunner in mind. Nevertheless, you are committed to completing the remaining interviews. The current applicant, however, faces a major hurdle: a total lack of hands-on experience.

Your tasks: 1) clarify the candidate's practical skills; 2) complete the interview in 10 minutes.

Role 2: You are interviewing for a marketing position. This position is perfect for you. Your education, knowledge, and interests fully meet the requirements of the position. Your only drawback is your lack of practical experience required by the position.

Your tasks: 1) establish a rapport with the human resources officer; 2) convince the interviewing officer that you are a qualified employee.

Questions for discussion:

- What emotions did the exercise evoke?
- Did your pair manage to achieve the communication goal?
- What qualities of the participants contributed to this? What hindered it?

Case

(art of negotiation)

Objective*:* to practice negotiation skills.

Time*:* 10 minutes for each situation.

Situation 1

Deliberate deception. Your partner makes a statement that is clearly false, but if you express doubt, they react with obvious offence – what should you do?

Situation 2

At the moment of negotiation when you believe that a firm agreement has been reached, the other party informs you that they do not have the authority or rights to make a final decision or make concessions, and that they now need to obtain approval from someone else.

This is a trap: if you are the only one with the right to make concessions, you will make them. What should you do?

Situation 3

You have agreed to negotiate on your business partner's territory, seeing the following advantages for yourself: the other party will listen more attentively to your proposals and, if necessary, it will be easier for you to interrupt the negotiations.

However, you feel that the physical environment is working against you. You suspect that the uncomfortable room was chosen deliberately so that you would want to end the negotiations quickly and be ready to give in at the first request.

Situation 4

"It seems you don't understand what this is about," etc. Your partner may treat your situation with contempt, keep you waiting, interrupt negotiations for other matters, make you feel uneducated, not listen to you, and force you to repeat what you just said several times. Finally, they deliberately avoid looking you in the eye. What should you do?

Case

(organizational and problem-solving skills)

Aim*:* training in organizational skills and problem-solving abilities.

Time*:* 25 minutes.

Task: Students were asked to split into two teams and analyze a problem situation related to the organization of work at an enterprise, after which they presented the results of their simulation of the situation and proposed the solution

they considered optimal. Following the presentations, a discussion took place on the topic: how can an individual employee influence the successful performance of a leader's organizational functions?

You are the head of the marketing department of a large company that produces outdoor advertising. You have twelve subordinates who have been working together for a long time and understand each other well. During their time working together in the organization, a corporate culture, shared beliefs, and values have formed. You are accustomed to considering your team of subordinates as your family. All of this has yielded results: the company's work is very stable. You are able to not only perform high-quality work, but also expand your network of clients. Your profits have been growing for the last six months, and now you are ready to raise the salaries of all your employees by fifteen percent. You have even already informed everyone about this. But a tragedy has struck the family of one of your subordinates, Nadiya: her young daughter has fallen ill. Nadiya was already worried that she was letting the team down. She immediately volunteered to work from home at her sick child's bedside. But in the first few days of her absence, it became clear that this approach was not working. Her home computer is outdated, and it is impossible to do the necessary amount of work on it. The deadline for the order is approaching. In addition, due to her worries, Nadiya forgot to send a confirmation letter about the completion of the order to a client who had placed a large order and sent payment for it to the company’s account. As a result, the offended client withdrew the money transfer and turned to competitors. The loss of such an important client made it impossible to increase the salaries of all employees. Moreover, the company’s employees divided Nadiya’s responsibilities among themselves. This led to systematic overload and a series of mistakes in the execution of the second order, which ultimately jeopardized another contract. You need to make a decision urgently. The best option would be to hire a new employee to replace Nadiya. But you need a true professional with developed organizational and communication skills, work experience, and connections. Such a person will not agree to temporary work, and

you can only hire a thirteenth employee at the cost of salary increases for others. When you asked Nadiya how long she would be away from work, she replied that she couldn't say for sure. At the same time, she told her other colleagues that she would be away for at least four months. You were very impressed by Nadiya's insincerity. You need to make a decision as soon as possible.

Task for team 1: Simulate what the consequences would be if you decided to fire Nadiya and hire another lead designer. What decision do you consider to be the most optimal?

Task for team 2*:* Simulate what the consequences will be if you decide to leave everything as it is and simply wait for Nadiya to return. What decision do you consider to be the most optimal?

Questions for discussion*:*

• What emotions did the exercise evoke?

• What was the best solution in this situation?

Among the shortcomings, the following can be noted: students of non-language specialties have insufficient professional training, there are no ready-made tasks, and they have to consider unfamiliar professional situations, since foreign languages are taught mainly in the first years of higher education, when professional subjects were still being taught. Unfortunately, this situation has a negative impact on the practice of using case studies and on the results of learning a foreign language for professional purposes in higher education institutions. In this situation, the educational type of case tasks is appropriate. This type of class helps to master both linguistic competence, namely lexical competence (knowledge and ability to use vocabulary), and pragmatic competence (functional use of the acquired vocabulary). Thus, the use of the case method in foreign language classes is an exciting interactive technology that makes classes more diverse and effective. Case studies allow students to demonstrate their linguistic independence, realize and improve their communication skills, and improve their lexical and grammatical competence.

Case 1

(team interaction)

Objective: to practice team decision-making skills.

Duration: 15 minutes.

Task: The trainer divides the participants into two small groups and gives them the following instructions: "You are sailing on a yacht in the southern Pacific Ocean. Suddenly, a fire of unknown origin breaks out and most of the yacht and everything on board is destroyed. The yacht is slowly sinking. The navigation equipment has been lost or destroyed, and you do not know where you are. You think you are somewhere about a thousand miles southwest of the nearest land. Below is a list of 15 items that have remained intact and undamaged by the fire. IN ADDITION to these items, you have a rubber raft with oars, large enough to hold you, your crew, and all of the items listed below. In the pockets of the survivors, there is also a pack of cigarettes, several boxes of matches, and 5 one-dollar bills.

Your task is to rank the items below in order of importance for your survival. Put the most important item in first place, the second most important in second place, and so on, with the least important in 15th place. Once you have compiled your own list of items, the group must agree on the order of all 15 items. You have 15 minutes, otherwise everything will be lost. When the task is complete, the groups present their final lists.

Questions for discussion:

• What emotions did the exercise evoke?

• Did your group manage to become a cohesive team?

• What traits of the participants contributed to this? What hindered it?

• Did leaders emerge in the groups?

• Share your group's recipe for reaching consensus.

Case 2

(ability to resolve conflict situations)

Objective: to practice conflict resolution skills.

Duration: 15 minutes for each situation.

Task: to present your solution for resolving the situation. The correctness of the solution and the possible consequences of the conflict for its participants are discussed in the group.

Situation 1

Your subordinate mistakenly received an email from the head office that was addressed to you. The email states that in the next two months, the company will be forced to slightly reduce funding for your firm and cut the marketing staff. The first to be affected by the cuts will be the category of employees to which the employee who read the email belongs. How can this situation be resolved?

Conclusions. To sum up, in the context of higher education reform, foreign language teaching technologies have also changed. Linguistic education plays a crucial role in training competitive marketing specialists, as it is designed to shape linguistic personality, which in turn contributes to their further professional self-realization and the humanization of higher education in general. Modern foreign language teaching technologies contribute to the diversification of practical classes, provide unlimited access to teaching materials, stimulate learners to be linguistically active, increase students' motivation to learn, enabling them to master the language at a pace that is convenient for them, which in turn contributes to the individualization of learning and effective mastery of a foreign language. A modern foreign language teacher must possess a wide range of traditional and innovative teaching methods. Their role in the educational process has also changed. Prospects for further scientific research lie in the search for new methods and directions in foreign language teaching for the professional orientation of students of economics faculties of higher education institutions.

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UDC: 378:78

THE USE OF A COMMUNICATIVE APPROACH TO THE STUDY OF FOREIGN LANGUAGES BY STUDENTS OF AGRARIAN UNIVERSITIES

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Abstract. *The article is devoted to the peculiarities of the use of communicative approach to the study of foreign languages by students of agrarian universities. The article considers the communicative approach and its practical application in teaching foreign languages. The purpose and main advantages of the communicative approach in contrast to traditional methods of teaching foreign languages are determined.*

It is determined that communicative competence is the basis of the communicative approach to learning foreign languages. The study found that by teaching aspects of competence, the communicative abilities of higher education students are developed. The main components of communicative competence are grammatical, social and cultural, sociolinguistic, discursive and strategic competence.

The paper identifies and describes five principles that make up the communicative method of teaching speech activity, namely: the principle of speech and mental activity, individualization, functionality, novelty and situationality.

It is found that the language barrier significantly affects the development of communicative competence of higher education students. Possible causes of the language barrier are considered and ways to overcome it are proposed. It is determined that teaching using the communicative method allows using a wide range of types of work: independent, pairs, groups, work with authentic materials.

The practice of teaching foreign languages has established that at the present stage, the communicative method and all its branches are the most relevant for communication and their use in the practical sphere and work. The article analyzes a number of communicative methods that are actively used in the world practice of teaching foreign languages. It is proven that the latest requirements for the level of foreign language proficiency of a modern agricultural specialist determine the relevance of using various interactive technologies.

Key words*: communicative approach, professional communication, interactive learning technologies, foreign language, higher education institution, learning methods.*

Introduction. The current state of Ukraine's international relations in various spheres of life, its entry into the European and world space, new political, social, economic and cultural realities require certain transformations in the field of education as an important state institution, including in the field of foreign language teaching. It is now necessary to study foreign languages, because the status of a foreign language is currently tending to constantly grow. All this determines the definition of the main strategic directions for improving the goals, content, methods, techniques and means of teaching a foreign language.

Modern requirements for the training of a qualified specialist primarily require him to be a participant in intercultural communication and have the necessary communicative abilities in the areas of professional and situational communication in oral and written forms, skills in practical command of a foreign language in various types of speech activity in the scope of topics determined by professional needs; and be able to master the latest professional information through foreign sources. All this increases the demand for qualified graduates who are fluent in a foreign language, in particular the language of international communication.

A research problem. Recently, the majority of teachers have been asking themselves which approach to teaching a foreign language will be the best. It is necessary to single out the communicative approach, because its main direction is teaching speech in conditions of communication. This approach was determined as a result of understanding scientific achievements in the field of linguistics, in particular communicative linguistics, psychology and activity theory, which was reflected in works on psychology and methods of teaching foreign languages. Since the problem of using the communicative method in teaching university students is insufficiently studied.

Relevance of research. The application of the communicative approach in teaching foreign languages in agrarian higher education institutions, as well as the mastery of this approach and its use in practical activities, requires further research and study.

Analysis of publications. Scientists N. Bilan, A. Bilotserkovets, B. Gridneva, O. Digtyar, O. Matveyenko, Z. Osada, T. Tantsura, O. Timofeeva studied various aspects of teaching foreign languages in non-linguistic higher educational institutions. Thus, Z. Osada and O. Matveyenko investigated the latest methods and technologies of teaching foreign languages; O. Digtyar and T. Tantsura analyzed the use of multimedia teaching aids by students in English classes. In domestic linguistics and foreign language teaching methods, the definition of foreign language communicative competence is given by a lot of scientists.

The aim of the article. According to the European recommendations of the Council of Europe, the goal is not just to learn any language, but to communicate

freely in this language, that is, to form foreign language communicative competence in students. This can be achieved using a communicative approach to teaching foreign languages. Therefore, the purpose of this article is to generalize the use of the communicative approach to learning foreign languages by university students.

Objectives of the research. The communicative approach became famous because it offered an alternative to traditional approaches, such as the grammar-translation method, which is based mainly on translations, studying grammatical material, memorizing, phonetics, and developing translation and reading skills. As a result, using the grammar-translation method, students acquire significant knowledge and skills, but experience difficulties in speaking.

Scientific novelty. The formation of a certain level of foreign language professional communicative competence is a relevant and effective basis for further foreign language professionally oriented communication of university graduates. However, it is necessary to take into account that during the study of a professional foreign language, different functions of language and methods of its application cannot have equivalent value. Along with the instrumental (simple transfer of information), regulatory (regulation of activity), personal-emotional and artistic (role-playing games, imagery of language), the heuristic (expression of one's understanding), social (communication outside one's narrow circle) and informational-scientific, analytical, reference functions of language are of the greatest value [1].

Research material. Analysis of human history shows that foreign languages have always been an objective need of society, contributing to its more complete development. In the modern era of globalization, mastering a foreign language is becoming simply a necessity. The challenges of the time force us to look for approaches to teaching foreign languages that would satisfy the needs of those who seek to master them. Today, knowledge of grammar and vocabulary is not enough; we need to communicate freely and naturally in the language. It is precisely this practice of communication that the communicative method is aimed at, which currently occupies the first line of the popularity rating among methods of teaching

foreign languages. The communicative approach originated in the 60s-70s of the 20th century in Great Britain, when English began to acquire the status of the language of international communication. It is difficult to determine specific sources, because existing teaching methods, as a rule, influence the following ones. It turned out that the grammar-translation and audio-lingual methods popular at that time no longer satisfied either teachers or their students. The latter required not so much systematic knowledge of the language as the rapid acquisition of skills in its use in everyday communication. Therefore, classical teaching methods, which were based on the study of grammatical structures and memorization of dialogues and texts, gave way to a communicatively oriented approach to teaching foreign languages.

The issue of developing students' communicative competence is becoming more relevant every year, since international cooperation in all areas is considered a key element of the status of any country and its representatives around the world. Current students are the future driving force in this process. Therefore, it is important to prepare them for this mission now. So, replacing traditional approaches to teaching with innovative and more effective ones is the most important task in modern education.

Teaching a foreign language in agrarian higher education institutions has a number of features, unlike linguist students who choose a foreign language as their main specialty and pay significant attention to its study, students of non-linguistic specialties often have low motivation in mastering a foreign language.

The task of a teacher in the educational process is to promote the motivation of higher education students and choose the most effective approach to teaching foreign languages. One of these is the communicative approach, as it emphasizes the importance of communication in teaching speaking. The communicative approach to teaching English was introduced in the 1970s by British and American scholars with the aim of increasing the effectiveness of developing the communicative skills of non-native speakers of English.

The main goal of the communicative approach is the formation of communicative competence, which includes grammar, sociolinguistic and

professional competence. The teacher goes through three stages of learning together with the students: involvement, learning and activation (use).

At the stage of involvement, the teacher involves the students in the learning process: initiates an exciting discussion, suggests discussing something, etc. At the stage of learning, the student is explained the grammatical topic and the use of new words and expressions, that is, they work on expanding their vocabulary and mastering grammar. At the stage of activating knowledge, the student performs various exercises to consolidate new grammar and words.

The communicative approach develops the communicative abilities of students by teaching aspects of communicative competence, namely, awareness of specific general concepts and by creating conditions for students to master a foreign language through communication. The last option is that higher education students actually discover the structural system of language in the process of learning communication, so they have the opportunity to experience how language is actually used.

The communicative approach to teaching speech activity consists of five principles:

- the principle of speech and mental activity. Learning is aimed at communication, which is possible only under the condition of constant practical use of language in situations close to real ones;
- the principle of individualization with the leading role of the personal aspect; since a person has his own individual attitude towards the environment, his speech is also individual;
- the principle of functionality is based on the system of speech means;
- the principle of situationality. The use of speech means takes place situationally, within a certain context, reproducing communicative reality;
- the principle of novelty ensures the development of speech skills, in particular dynamism, the ability to paraphrase, combine [2, p. 67].

One of the main terms in the communicative approach to teaching foreign languages is “communicative competence” – the ability to correctly and appropriately use language, depending on a specific communication situation.

Communicative competence includes the following components that should be formed in higher education students of non-linguistic higher education institutions:

1) grammatical competence (linguistic) – the main goal is not to know grammatical rules, but to use rules in constructing word combinations and agreeing on tenses;

2) sociolinguistic competence – skills of adequate communication within a certain social group;

3) sociocultural competence – knowledge of the country, cultural characteristics of the native speaker, their usual traditions, norms of behavior and etiquette and the ability to understand and adequately use them in the process of communication, while remaining a bearer of another culture;

4) discursive competence – the ability to build coherent and logical statements of different functional styles in oral and written language based on understanding different types of texts when reading and listening; the ability to understand, interpret written texts;

5) strategic competence – the ability to understand and use statements in accordance with the communicative intentions of the speaker and a specific communication situation.

The formation of a certain level of foreign language professional communicative competence is a relevant and effective basis for further foreign language professionally oriented communication of university graduates. However, it is necessary to take into account that during the study of a professional foreign language, different functions of language and methods of its application cannot have equivalent value. Along with the instrumental (simple transfer of information), regulatory (regulation of activity), personal-emotional and artistic (role-playing games, imagery of language), the heuristic (expression of one's understanding), social (communication outside one's narrow circle) and informational, scientific, analytical, reference functions of language are of the greatest value [1].

When it comes to general trends in modern methodology, the main ones can be distinguished:

– individual approach to students (the method is adjusted “to the student”, and not vice versa, need analysis);

– a more active role of students (student centered lessons); – use of online resources in learning (educational videos, web exercises and tests, online learning platforms);

– frequent use of game tasks (edutainment);

– globalization and the ability to use networking to practice oral and written speech (social networks, communication platforms, online language exchange);

– implementation of creative tasks using technology (web collages, projects, web quests, recording audio and video monologues);

– choosing authentic materials for discussion, reading and viewing [3].

The focus of the communicative approach is on the ability to express thoughts and communicate. Learning is based on the formation of language competence – meaningful communication in various life situations. The essence of the lexical approach is that the student studies not individual words, but so-called chunks (word combinations), which later help to form the language. These methods can be combined with other popular trends, which will make classes more interesting and more effective for all participants in the educational process [4].

The main principles of the communicative method of teaching were reflected in the works of J. Richards and T. Rogers. They include the following:

1. Learning a foreign language should occur mainly through real free communication;

2. The goal of communicatively oriented teaching is authentic and content-oriented communication;

3. An important indicator of real communication is the content (of texts), which should be taken into account when designing communicatively oriented tasks;

4. Communication includes the integration of all four types of language skills: reading, writing, listening, speaking. Therefore, learning should occur, if possible, simultaneously and interconnected;

5. Learning is a creative process of using language, associated with trials and errors [5].

The communicative method is aimed at the simultaneous development of basic speech skills (oral and written speech, grammar, reading and listening) in the process of live, relaxed communication. Teaching a student to communicate in a foreign language is the primary task of the teacher. Vocabulary and grammatical structures are presented in the context of a real, emotionally colored situation, which contributes to the quick and stable memorization of educational material.

The use of such a system requires the teacher to be highly qualified in teaching a language as a foreign language. The role of the teacher in the learning process is quite significant: he must have the skills of spoken, not bookish, language; be open to communication, be able to interest, incline to communication; he needs to know all the nuances of the meanings of words and expressions of the language being studied and be able to convey them to students. To make the lesson truly interesting, the teacher must constantly use the most diverse types of exercises, perform different roles: teacher, animator, speaker, opponent in discussions, etc. The communicative method involves the destruction of the psychological barrier between the teacher and the student, and when this “distance” disappears, it is easier to start a conversation in a foreign language.

The use of the native language in such classes, both between students and in their communication with the teacher, is undesirable, and sometimes prohibited. To explain new lexical constructions, it is worth using already familiar words and expressions, pictures, facial expressions and gestures. Songs, videos, advertisements, newspapers or magazines come in handy, while immersing students in the culture of the country whose language is being studied.

Modern communicative methods offer a wide introduction into the educational process of active non-standard methods and forms of work for better conscious assimilation of the material. For their implementation, it is important to have a clear

idea of the communicative organization of the lesson, which includes determining the subject, goal and form of communication, choosing effective forms of presenting the material and supporting the speech and mental activity of students.

Much attention is paid to pair and group work. Students are offered topics and questions for discussion, and they test their strength in real communication. Forms of such work may include:

- inside/outside circles;
- brainstorm;
- jig saw reading;
- think-pair-share;
- pair-interviews and others.

Such classes help the audience to come to life, overcome fear, tension and shyness and speak more freely.

The communicative orientation of learning a foreign language requires a review and reorientation of all components of the educational process. Traditional methods, as is known, are focused on “memorizing” specific tasks on topics provided for by the program. Such methods do not always give a positive result, since they do not encourage students to active speech, being limited to a minimum vocabulary and the ability to reproduce the learned text by heart. The priority should be techniques that stimulate active thinking and encourage the expression of thoughts in a foreign language. One of such techniques is a communicative task. Creating and formulating a communicative task requires ingenuity, because it is important to build it on interesting material from real-life situations, while involving students' imagination. It is worth paying attention to the fact that in such a task the communicative goal is combined with a problem-cognitive task, which students are trying to solve. The presence of a problem-cognitive task in any type of communicative task means that it is an exercise, and therefore includes the presentation, practice, consolidation, repetition, expansion and combination of knowledge and ideas, skills and abilities. The tasks are based on game, imitation and free communication. Their main

characteristics are: topic of communication, language interaction, interpersonal relationships, maintaining the topic of conversation, solving a problem, exhausting the topic of conversation.

The implementation of the activity approach occurs through the “here and now” technique, which has the following features:

1) creating conditions for speech activity and speech-mental creativity;

2) a foreign language speech-mental process occurs directly at the moment of the development of a speech situation;

3) foreign language communication is a spontaneous experience characteristic of real communication situations.

This technique allows you to transform the learning situation into a natural one. Thus, the learning of communication situation acquires features that are found in real situations when the content of the conversation is unpredictable and a transition from one topic to another is possible. Such communication requires the use of new or forgotten vocabulary and grammatical structures, which contributes to involuntary repetition, learning and active use of the material.

Communicatively-oriented learning involves a less rigid attitude towards errors. It is recommended not to interrupt the communication process, but to analyze errors only after the end of the communicative situation. In this case, the main attention is paid to those errors that significantly distort the content of the statement. The ability to adequately correct errors without violating the integrity of the student’s statement and without discouraging his desire to speak is the key to successful teaching using the communicative method.

The effectiveness of using the communicative approach in the process of teaching foreign languages of course also depends on external pedagogical conditions, namely: the individual readiness of students for speech activity, the level of their motivation, the material equipment of the educational process and the professional training of the teacher himself. The communicative method is maximally aimed at bringing the educational process closer to the conditions of real language

functioning and corresponds to the natural essence of the language itself. There is an interconnected teaching of all forms of oral and written speech based on authentic educational materials, with an emphasis on activating spoken language, thereby provoking additional interest and motivation in students in learning a foreign language.

The communicative method of teaching foreign languages is characterized by the fact that communication, dialogical speech, spontaneous speech come to the fore, that is, the main emphasis is placed on real communication. A feature of textbooks of a communicative orientation is that they contain authentic educational material, that is, the nature of the content of foreign language information corresponds to the current state of development of the language being studied. Accordingly, tasks for texts or topics are built in such a way as to encourage students to talk, to appeal to their own life experience.

Despite all the advantages of the communicative method of teaching a foreign language, there are still some shortcomings that need to be corrected using this method. This concerns the problem of studying grammatical material. The results of the analysis of some communicative textbooks by foreign authors showed that grammar is presented somewhat “disjointedly” and thus, in our opinion, a certain systematicity of the language is lost. It is important that the communicative approach harmoniously combines different teaching methods without harming grammar, since knowledge and the ability to use the grammatical resources of a language represent one of the components of foreign language communicative competence.

Teaching practice demonstrates that the average first-year student, yesterday’s graduate of a comprehensive school, shows a level of language proficiency that is very far from the requirements that are put forward. The average first-year student cannot speak English, his vocabulary is minimal, and he cannot correctly use the available words in conversation, has a strong psychological barrier and simply “runs away” from studying this subject [6]. At best, the student uses the simplest syntactic constructions, while not avoiding either grammatical, phonetic, or communicative errors, speaks in standard, memorized phrases.

The greatest difficulty for students, as experience shows, is the choice of verbs and their use in the desired tense form. This indicates, first of all, the lack of formation in the minds of first-year students of the idea of the system of the English language, especially the extensive tense forms, as well as other more simple grammatical phenomena. All this forces the university teacher to focus on the compensatory function of teaching a foreign language, in other words, to correct the shortcomings of school education, to "teach", and sometimes to re-educate students. But, of course, the curriculum does not provide for an additional number of teaching hours for such activities. To the above, it is worth adding a low level of general culture (narrow worldview, low level of reading), which undoubtedly affects the assessment of the quality of the student contingent and the shortcomings of educational work.

The image of an average student will be supplemented by low motivation to master a foreign language. Although this obvious fact looks very paradoxical in the modern conditions of the process of global integration, interpenetration and mutual influence of different world cultures [7].

Students are aware of the opportunities that knowledge of a foreign language opens up for them, but do not quite imagine their real application in practice. However, by mastering a foreign language, they can improve both in professional, general, cultural, and cognitive aspects; solve pragmatic tasks and simply use it in informal communication. Along with this, knowledge of a foreign language also involves the expanded use of the Internet as a source of additional information to replenish the baggage of professional knowledge and real opportunities to go abroad, both to improve their language training and for professional internships and study at foreign educational institutions, as well as other opportunities that can ultimately contribute to rapid career growth [8].

Career growth, as shown by modern sociological research, occupies one of the first places in the ranking of vital needs of young people. But all this, unfortunately, for certain reasons and contrary to expectations, does not contribute to the formation of internal motivation in students. The only real way to increase students' motivation

is to form their interest in classes by methodological means, that is, by creating external motivation, which, as is known, is much less effective than internal.

Foreign language communicative competence, which is inextricably linked to the communicative approach, is considered as the goal and result of learning a foreign language. Thus, O. Ovcharuk claims that when learning a foreign language, the goal is to achieve by students a level of communicative competence that allows them to communicate (understanding, listening, reading, speaking and writing). It is explained that communicative competence consists of three main types – speech, language and socio-cultural ones. Communicative, in turn, consists of 4 types of competence – listening, speaking, reading and writing; language includes lexical, grammatical, phonological and orthographic, and socio-cultural competence includes two types – country studies and linguistic-country studies competence. In this case, competencies are considered as learning outcomes and are characterized in detail, which allows program developers to understand the meaning of this concept [9].

In the study of M. Kenel and M. Swain, the following components of foreign language communicative competence are distinguished:

- grammatical competence (the level of assimilation by the communicator of the grammatical code, including vocabulary, spelling and pronunciation rules, word formation and sentence construction);

- sociolinguistic competence (the ability to appropriately use and understand grammatical forms in different sociolinguistic contexts for the use of individual communicative functions);

- discursive competence (the ability to combine individual sentences into a coherent message, discourse, using various syntactic and semantic means for this);

- strategic competence (the ability to use verbal and non-verbal means when there is a threat of communication breakdown in the case of "insufficient level of competence of the communicator or due to the presence of side effects") [10].

The pan-European recommendations on language education state that communicative competence has the following components: linguistic competence; sociolinguistic competence; pragmatic competence.

In turn, the main components of linguistic competence are considered to be:

- lexical competence;
- grammatical competence;
- semantic competence;
- phonological competence;
- orthographic competence;
- orthoepic competence [11, p.108].

In this regard, it is worth mentioning the definition of linguistic competence as "knowledge and ability to use formal abilities, on the basis of which meaningful and well-formed utterances can be generated" [11, p.109].

Sociolinguistic competence is associated with the knowledge and skills necessary for the implementation of the social aspect of language use [11, p.118].

Pragmatic competence is associated with the user's knowledge of the principles by which utterances are organized, structured and arranged (discursive competence); are used to perform communicative functions (functional competence); are coordinated according to interactive and transactive schemes (speech programming competence) [11, p.122].

Despite the differences in the components of foreign language communicative competence of different scientists, it can be noted that their formation should occur in an interconnected manner and ensure the development of communicative skills in the main types of speech activity (speaking, listening, writing, reading) in the process of students mastering linguistic, sociocultural, and linguistic and regional knowledge.

Many scientists distinguish different scientific approaches to understanding the essence of communicative competence [12, p. 56].

The information approach is aimed at studying, mainly, the psychological features of receiving and transmitting information, the characteristics of the communicator and recipients, the means of communication (as information

exchange). This approach makes it possible to monitor the course of communicative interaction, reproducing its scheme, but does not reveal its internal nature and character in the bilateral activity of communicants. The linguistic approach, in the center of attention of which is mainly the sphere of human speech activity, that is, the speech act is the basis of communication. The activity approach develops communicative competence only in activities that determine the individual's ability to solve problems, to purposeful productive activity and cooperation [12, p. 56-57].

To compare the definitions of the concept of "communicative competence" by different researchers, we conducted a content analysis. Since not all authors unambiguously interpret the specified concept, an accurate semantic analysis is not always possible; therefore we combine definitions that are close in meaning as synonymous and present them under a general name, relying on the context in which they are presented by researchers.

Most researchers define communicative competence through a set of knowledge, skills and abilities, and also consider it as the ability of an individual to communicate as a complex multi-component speech activity, the nature of which is influenced by various factors. It is worth noting that all definitions complement each other. Therefore, communicative competence can be defined as a set of knowledge, skills and abilities, the ability of an individual to apply them and the experience necessary for effective communication in certain communicative situations.

We believe that the purpose of training students of agrarian specialties is to form communicative competence while studying English, therefore the basic scientific approaches are competency-based, humanistic, communicative, cultural and systemic.

Ukrainian education operates with the concept of competence in the meaning proposed by European countries. The concept of competence is defined as the ability to successfully satisfy individual and social needs, to act and perform assigned tasks.

Competence is based on knowledge, skills and abilities, but is not limited to them, necessarily encompassing a person's personal attitude towards them, as well as his experience,

which gave him the opportunity to weave this knowledge into what he already knew, and his ability to understand the life situation in which he will be able to apply it [13, p. 340].

Therefore, each competence is built on a combination of knowledge, skills and abilities, as well as attitudes, values, emotions, abilities, behavioral components, that is, everything that can be mobilized for active action.

The transition to a competency-based approach means a reorientation from the process to the result of education in the activity dimension, in shifting the emphasis from the accumulation of normatively defined knowledge, skills and abilities to the formation and development of students' ability to act practically, to apply the experience of successful actions in specific situations, to the organization of the educational process based on taking into account the demand for educational achievements of students of higher education institutions in society, ensuring the ability to meet the real demands of rapidly changing situations of today and having a formed potential for rapid painless adaptation both in the future profession and in the social structure.

The perspective of the competency-based approach lies in the fact that it assumes a high readiness of graduates of higher education institutions for successful activity in professional spheres, including the mastery of foreign languages and cultures.

The humanistic approach combines the best traditions of domestic pedagogical thought with the achievements of foreign psychological and pedagogical practice and science (A. Maslow, K. Rozhders) [13, p. 340].

According to the above approach, the process of forming communicative competence should be considered not as an influence on the personality to form the qualities of students' necessary for the teacher and society, but as the creation of conditions for their self-development in the learning process, as well as the realization of their natural strengths and maximum possible self-realization. In these conditions, a higher education teacher should not simply transfer knowledge to students and form skills and abilities, but involve them in progressive communication.

However, in the methods of teaching humanitarian disciplines, in particular English, the activity approach is interpreted within the framework of the communicative-activity approach to learning.

According to this approach, English language learning should be activity-based, since real communication in classes is carried out through speech activity, with the help of which participants try to solve real and conditional tasks.

The communicative-activity approach involves an organic combination of conscious and subconscious components in the process of learning English, that is, the assimilation of the rules for operating communicative models occurs simultaneously with the mastering of their communicative-speech functions.

This approach most closely reflects the specificity of the humanities as academic subjects in higher education. It is determined as a result of the methodical understanding of scientific achievements in the field of linguistics – the theory of communicative linguistics, psychology and methods of teaching foreign languages [13, p. 82].

The implementation of the communicative-activity approach in the educational process means that the formation of foreign language speech skills occurs due to the implementation of foreign language speech activity by students. In other words, the mastery of communication tools is aimed at their practical application in the process of communication in specially created situations.

The cultural approach to the formation of communicative competence in the process of English language classes involves close interaction between the language and culture of the countries of the language being studied. This approach is characterized by two trends in the interpretation of language and culture facts for educational purposes:

1) from language facts to culture facts;

2) from culture facts to language facts.

In the context of the first trend, the teacher demonstrates how the language units reflect the peculiarities of culture and thinking of native speakers, and cultural information is extracted from the language units themselves [13, p. 85].

The formation of communicative competence taking into account the cultural approach is presented in the following aspects: practical, educational and developmental.

The practical aspect is reduced to the formation of one of the components of foreign language communicative competence, socio-cultural competence, which allows students to communicate [13, p. 86].

In the educational aspect, the basis of learning within the framework of the mentioned approach is the dialogue of cultures as a comparison of facts from the field of artistic creativity and the lifestyle of native speakers, which students successfully master in English classes [13, p. 84].

In the educational aspect, the cultural and logical approach focuses on identifying general moral guidelines for communication in the native and foreign languages and the existing differences between them, which helps to overcome barriers in intercultural communication, promotes the development of tolerance towards other cultures [13, p. 83].

The main task of the developmental aspect is to form a stable motivation to learn a foreign language and one's own culture in a dialogue with the native language and culture for the possibility of approaching communicative communication to real conditions [13, p. 82].

The use of a systems approach within the framework of our study gave grounds to build a generalized model of the system using the methods of systems analysis and modeling.

The systems approach has become widespread in many modern scientific developments. In modern theory, the concept of "system" is generally methodological. The systems approach is a method of scientific knowledge. The principle of systematicity, according to V. Kuzmin, in general terms means that the phenomenon of objective reality, which is considered from the standpoint of the laws of the systemic whole and the interaction of its constituent parts, forms a special epistemological prism or a special "measurement" of reality. In the works of philosophers, various definitions of the concept of "system" are properly analyzed, the specifics of systemic research and the requirements that this research should meet

are considered, and the conceptual apparatus is presented. In publications on this issue, two directions are clearly expressed: general theoretical (methodological) and applied, which are used in research on specific fields of knowledge [14, p. 100].

According to G. Kirilova, considering the lesson as a holistic system allows for a deep exploration of the theory and practice of the lesson in the context of developmental learning, since its components are characterized by internal connections. As a result, a new quality arises that is not characteristic of its individual components. For example, such an integrative quality is fluency in English, which can be provided only by the entire system, and not by its individual components. Therefore, in a certain system, the whole is not equal to the sum of its parts.

K. Plysko believes that the systemic approach is closely related to modeling and contributes to the creation of the necessary conceptual basis for describing an object, which allows, under certain conditions, to obtain new knowledge about the object [15, p. 124].

The methodology offers various approaches to modeling. It is important that during modeling the following is ensured: 1) conscious study of concepts, definitions and rules with their full understanding; 2) implementation of the principles of continuity and perspective in learning; 3) consideration of the studied phenomenon fully and comprehensively.

Thus, a systematic approach in English classes provides a conscious understanding of facts and phenomena in their relationships and a holistic system, encourages students to be careful in choosing language tools to convey a certain content, the system of each block and the holistic system of the section and topic being studied, forms in students the skills and abilities to choose from a number of correlated, interchangeable grammatical forms and constructions the most appropriate, contributes to understanding the logic of the subject, and also to trace not only the structure of the system and its parts, but also their change, interaction and development.

Foreign language communicative competence as an important component of communicative culture, as is known, is an integral part of the training of students of non-linguistic higher education institutions. The level of effectiveness of the

communicative process is determined by the level of formation of foreign language communicative competence of subjects.

Theoretical analysis of the research problem allows us to assert that the process of mastering a foreign language as a means of communication requires the delineation of scientific approaches to the formation of communicative competence in students of non-linguistic specialties with different knowledge bases and skills.

Most researchers define communicative competence through a set of knowledge, skills and abilities, and also consider it as the ability of an individual to communicate as a complex multi-component speech activity, the nature of which is influenced by various factors. It is worth noting that all definitions complement each other. Based on the research, the author's definition of communicative competence was formed as a set of knowledge, skills and abilities, the ability of the individual to apply them and the experience necessary for effective communication in certain communicative situations.

Since the purpose of training students of non-linguistic specialties is to form communicative competence during the study of English, the basic scientific approaches are defined as competency-based, humanistic, communicative-activity, cultural and systemic. Summing up, the issues we have considered do not exhaust the outlined problem and require its further research.

The communicative method of language learning has gained recognition relatively recently. The communicative method is, first of all, the practice of communication and training in the perception of a foreign language by ear.

Applying this in the learning process in a short time helps to overcome the language barrier. Even with a small vocabulary, students can try their hand at communicating in a foreign language literally from the first lessons. This method of language learning gives good results precisely because it is aimed at creating an artificial language environment.

By devoting more than 80% of the learning time to communication, students, getting into real communication conditions, do not have any special difficulties.

Although the communicative approach is relevant, its modifications and new approaches to the methodology have appeared.

The most popular of them are presented below.

Flipped classroom. For students with high motivation and a level above Intermediate, learning in the Flipped classroom style is suitable. The essence of the method is that students receive assignments to work on the material (video lecture, for example) before the lesson and during the lesson they do not spend time discussing theory, but devote it to active practice. Thus, the teacher is able to cover more material, and students can learn to work independently. The founders of the method are Jonathan Bergman and Aaron Sams (2007). Students work at a pace convenient for them and come to the lesson prepared. The disadvantages are: the method is suitable for motivated students of an above-average level; similar to the type of teaching in the lecture style, while students receive information passively, they are not involved in analyzing the topic, guided discovery is not used here.

Teachers often use Dogme style – a variation of the communicative approach to language teaching. It allows you to move away from textbooks and lesson plans as much as possible and focus on communication between the student and the teacher. In this approach, there is no class as such – there are topical topics and live communication that pushes students to use certain vocabulary and grammar.

In this case, the lesson is unpredictable, and the material for learning usually emerges in the process. The teacher's role is to optimize the language learning process. The approach appeared in 2001. Its theoretical foundations were laid by Scott Thornburry. Basic principles are: "freedom" from textbooks and plans, key language structures are not prepared by the teacher in advance, but "emerge" in the learning process. At the same time, the learning process can be completely unpredictable for the teacher.

The content is created by students (dialogues, audio and video recordings) [6]. Everything that happens on the steam, including the materials, is directly related to the lives of students. The disadvantages are as follows: the method requires flexibility

from the teacher, the ability to quickly switch and extensive experience; not suitable for preparing for specialized courses, for example, exams, and use for initial levels.

Task-based learning helps students solve such communicative tasks: making an order in a restaurant or going through a job interview, etc. During training, authentic materials and exercises that students perform in real life are used. For example, the teacher presents the student with a language unit in such forms that the student remembers its meaning using a text, a hypothetical situation or a dialogue. Then the student is invited to perform practical exercises to consolidate the material. At the end, a communicative task (for example, a role-playing game) is given, the purpose of which is to teach students to generate fluent speech in a foreign language.

The CLIL (Content and Language Integrated Learning) method is based on teaching program subjects in English, helping to solve several tasks at once: for example, to study the history of the country and at the same time practice the past tense. In this approach, language is not a goal, but a means of obtaining information. Known since 1994, the method has gained popularity since the mid-2000s. The term was coined by David Marsh. The basic principles: other subjects are studied in the form of English, that is, not only the language is studied, but also the content. The content should be accessible for understanding and accompanied by visual supports (illustrations, graphs, diagrams). All types of language activities are integrated, but the language is adapted depending on the level. The problems are the lack of material and qualified teachers.

Blended learning is a mixed form of learning that combines both face-to-face teaching (teacher - student / group) and online learning. For example, taking course online and face-to-face meetings with a teacher who is a curator and answers all kinds of questions related to the course. This method helps to carry out learning from anywhere in the world.

Embodied learning is another relevant method in which learning is a physical process, not just a mental one. For example, to learn event verbs, you can offer students

to perform these events. This is relevant not only for a young person, but also for adults, as it creates stronger associative connections and helps to better remember the material.

Inquiry based learning. Here, learning is focused on the student and his inquiries. If it is relevant for students to learn English for travel, offer to master vocabulary on this topic, model situations that most often occur on trips. In the learning process, a lot of time is devoted to practice, which allows you to remember the material better. Thanks to these trends, the teaching process is becoming more and more focused on the real needs of students and allows you to achieve results with pleasure and maximum comfort for all participants in the process. In the context of the above, it is worth mentioning the game form as one of the methods of mastering a foreign language. The game form of learning has been used for a long time, but with the development of technology it has become more popular. Both adults and children love to play. In the process of playing, they acquire positive emotions that contribute to memorization. Gamification creates motivation, develops drive, promotes self-organization, challenges, helps to avoid boredom and routine – all this is especially relevant for students [16].

Important are the means that contribute to the involvement of modern teaching methods and their implementation (mobile devices). Using a smartphone, learning becomes more accessible. There are many different applications and educational platforms that make learning easier and more fun. You can use the programs Quizlet, ELSA (helps you set the correct pronunciation), Busuu (allows you to remember words in the context of various dialogues, and those with a paid account can complete the task and send it for checking by a native speaker).

You can also study with friends, because support is important in any business. Thus, we consider the use of the listed technologies to be a necessary and effective tool in the modern mainstream of studying foreign languages. Firstly, they meet the requirements of the Federal State Educational Standard, form integrated interdisciplinary connections, actively aimed at developing students' skills and abilities, and contribute to the formation of necessary competencies. Secondly,

subject-language integrated learning fits perfectly into the educational process of secondary specialized and higher schools, where the main forces of students are aimed at studying specialized subjects, delving into their future specialty and improving all areas of their life. Thirdly, the active development of all language skills, the replenishment of vocabulary with different layers of vocabulary, certain terminology, new language constructions, a variety of language exercises and active speaking contribute to a qualitative increase in the language level of respondents.

An important component of communicative competence is the absence of a language barrier and fear of communication. The basis of the communicative approach is to speak competently. Correctness of speech is the main skill. As a rule, a language barrier appears because students are afraid to speak in a foreign language and make a mistake. One of the reasons for the appearance of a language barrier may be low self-esteem. Such higher education students are constantly worried about what others will say or think about them and often believe that their speech skills are weaker than others. The personality of the teacher can also be the reason for the appearance of fear in communicating in a foreign language. Some teachers try to dominate the audience, constantly strive to be the center of attention, talk a lot and comment on others, often rush to correct every mistake made, hindering students' free speech. Therefore, it is better to point out errors without interrupting, but after the student has finished the story. And during the story, you can take notes so as not to forget the mistakes. This will contribute to a calm and relaxed atmosphere during communication in a foreign language. At the same time, the teacher should ensure that higher education students practice using new material during foreign language communication, try to correctly build sentences and explain new vocabulary in a foreign language, trying to involve all group members in the conversation. More than a third of the lesson time is devoted to the development of spoken language, as a result of which higher education students lose their fear of speaking English. Using this approach gives them the opportunity to quickly formulate their thoughts and speak fluently in a foreign language. The teacher should build dialogues and

conversations in such a way that students find it interesting to answer questions and express their point of view, especially on professional topics.

The use of a communicative approach helps to practice correct pronunciation. Classes contain various exercises for practicing certain sounds, in particular, using tongue twisters. The fact that students need to speak a lot in class, usually repeating the same words repeatedly, gradually teaches them to pronounce sounds more accurately and sound correctly.

The Pan-European Recommendations on Language Education define the main areas of professional training of specialists, which provide for the achievement by students of non-linguistic faculties of a sufficient level of foreign language communicative competence in the professional sphere of communication [11, p. 273].

The problem of the formation of foreign language communicative competence in students of non-linguistic specialties is highlighted in the works of A. Astaduryan, L. Borozenets, N. Gavrylenko, O. Grigorenko, M. Yevdokimova, V. Zykova, E. Komarova, N. Kucherenko, T. Luchkina, Yu. Maslova, O. Metyolkina, O. Fadeykina, etc.; The methodology for the formation of foreign language communicative competence was also studied by domestic and foreign scientists-methodologists, namely: I. Batsenko, I. Berman, V. Borshchovetska, V. Hnatkevych, O. Izmaylova, N. Katrych, E. Miroshnychenko, Yu. Passov, Yu. Solodovnikova, O. Tarnopolsky, V. Tenishcheva, O. Chykhantsova, S. Shatilov, R. Ellis, I. Nation, N. Schmitt, W. Widdowson, etc. Scientists note that foreign language communicative competence is an integral part of the training of students of non-linguistic specialties, as it contributes to productive interaction with the surrounding world: the successful professional development of a future specialist. Therefore, higher education has a need to find and implement relevant methods of teaching foreign language that will contribute to the formation of foreign language communicative competence in students of non-linguistic specialties.

Although non-linguistic universities have favorable conditions for organizing an effective educational process of teaching a foreign language: modern equipment,

educational and methodological support and appropriate material base, however, teaching foreign language in the above-mentioned educational institutions has its own peculiarities, since foreign language is not a core subject and therefore the number of hours allocated by educational programs for studying this discipline is insufficient for perfect mastery.

However, foreign language teachers, preparing future specialists in various fields, such as law, international relations, medicine, information technologies, etc., use various teaching methods, which in the methodology are called communicative-business or interactive.

Interactive can be any method during the application of which the student is a participant who performs a certain action: speaks, manages, models the situation, writes, takes notes, draws, etc., that is, he is not a passive listener.

The essence of interactive learning is that the educational process is organized on the basis of constant active interaction of all participants in the process. This is co-learning, mutual learning (collective, group, pair, cooperative learning), where the student and the teacher are equal subjects of the process who understand what, why and for what they perform certain actions, reflect, and stage. The teacher acts as an organizer of the learning process or a consultant. In the process of interactive learning, the teacher does not “lock” the entire process on himself. There are two necessary conditions for achieving a result when implementing the elements of interactive learning: an action plan and specific tasks for the student and the teacher, and cooperation between students in the group, between the student and the teacher. Learning results can be achieved only through the mutual efforts of the participants in the learning process, provided that it is clearly organized, which involves modeling life situations, using role-playing games, joint problem solving based on an analysis of circumstances and the corresponding situation, etc.

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interactive learning is that the educational process is organized on the basis of constant active interaction of all participants in the process. This is co-learning, mutual learning (collective, group, pair, cooperative learning), where the student and the teacher are equal subjects of the process who understand what, why and for what they perform certain actions, reflect, and stage. The teacher acts as an organizer of the learning process or a consultant. In the process of interactive learning, the teacher does not “lock” the entire process on himself. There are two necessary conditions for achieving results when implementing elements of interactive learning, these are an action plan and specific tasks for the student and the teacher, and cooperation between students in the group, between the student and the teacher. Learning results can be achieved only through the mutual efforts of the participants in the learning process, provided that there is a clear organization, which involves modeling life situations, using role-playing games, joint problem solving based on an analysis of the circumstances and the relevant situation, etc.

Interactive methods contribute to the intensification and optimization of the educational process and: facilitate the process of mastering program material; activate students’ educational activities; form skills in analyzing information, a creative approach to mastering educational material; promote the ability to formulate one’s own opinion, express it correctly, add one’s point of view, argue and discuss; help model different situations and enrich one’s own social experience through inclusion in different life situations; teach to listen to another person, respect alternative opinions, strive for dialogue; teach to establish constructive relationships in a group, determine one’s place in it, avoid conflicts, seek compromises; help find rational ways to solve problems, form skills in project activities, and independent work. In addition, the use of interactive methods allows to realize the idea of cooperation between those who teach and those who study, teaches them to interact constructively, significantly increases motivation for learning, contributes to the improvement of the psychological climate in the classroom, creates a friendly atmosphere. In the process of educating students, scientists distinguish such a concept

as “multicultural education”, the criteria of which include: tolerance (development, openness, altruism, empathy); intercultural competence (the ability of an individual to carry out intercultural communication, to achieve mutual understanding in situations of intercultural communication based on the application of linguistic and cultural knowledge); critical thinking (development of multicultural consciousness); motivation of the individual’s desire to independently acquire humanitarian knowledge and use it in their own lives [7, p. 224].

The basis of intercultural competence is communicative linguocultural knowledge (communicative and linguocultural competence). That is why the subjects of the humanitarian cycle, namely foreign languages, which have a common linguocultural content line, are given priority in the process of teaching intercultural communication, and therefore increasing the multicultural upbringing of students.

The change in the general goal and requirements for the level of language proficiency has also led to a change in the requirements for writing skills. The student must be able to write a business letter in accordance with its logical and compositional structure, draw up business documentation, compose a written message about what has been read, write an essay, a resume, an abstract of an article, etc. Students must be able to speak a foreign language at such a level as to be able to obtain information from various sources that they could use in their professional activities: conduct negotiations, make presentations, participate in discussions and interviews, conclude agreements, process correspondence and conclude contracts, therefore the most effective methods for achieving this goal are the use of the following interactive methods: discussion; role-playing method; project method; use of multimedia (computer) technologies.

Over the past decades, information technologies have undergone such global spread that it is now difficult to imagine the life of a modern person without them. At the present stage, it is possible to give examples of the use of information technologies in all industries without much difficulty. Therefore, in the strategy for the development of education in Ukraine, the priority is the introduction of modern

information and communication technologies that ensure the improvement of the educational process, the accessibility and effectiveness of education, and the preparation of the younger generation for life in the information society.

Information technologies have a positive impact on the process of learning and education primarily because they change the scheme of knowledge transfer and teaching methods. At the same time, the introduction of such technologies into the education system in the conditions of the formation of an information society is based on the use of computers and telecommunications, special equipment, software and hardware, information processing systems, etc. Modern information technologies should be an effective tool that will facilitate the acquisition of knowledge, make learning interactive, communicatively oriented, interesting, visual and individual.

Among domestic scientists who consider the issue of using modern information technologies (multimedia) in the process of learning foreign languages, the following should be noted: S. P. Kozhushko, V. V. Korzh, N. Nasonova, A. S. Nisimchuk [17, p. 7].

An interesting example is given by Ukrainian researchers of interactive learning O. Pometun and L. Pyrozhenko, who, explaining the method of interactive technologies, draw attention to the fact that our brain is similar to a computer, and we are its users. For a computer to work, it must be turned on. The student's brain also needs to be "turned on". When learning is passive, the brain does not turn on. The computer needs the right software to interpret the data entered into its memory. Our brain must connect what we are taught with what we already know and how we think. When learning is passive, it does not trace these connections and does not ensure full assimilation. Finally, a computer cannot store information unless it is processed and "fixed" without a special command. Similarly, our brain must verify information, summarize it, and explain it to someone in order to store it in the memory bank. When learning is passive, the brain does not retain what was presented. Relying on new technologies, teachers of foreign language, when choosing a teaching methodology, rely on the possibilities of optimizing the educational process through the use of multimedia presentations. Thus, students learn: skills to selectively obtain

the necessary information; to accurately record it in a foreign language; to form short messages; to concisely express an opinion; to determine the topic and main ideas of the text and write them down; to formulate their attitude to what they read in writing; to form points of the plan; to use a dictionary and reference literature. The use of multimedia technologies in teaching, for example, written speech in classes with university students helps to change the form of learning to a communicative, interactive one, to study the language not analytically, but critically, to form the ability to express oneself, to express thoughts through the skills of listening, reading, speaking and writing, to maintain effective motivation and connection with real life, to educate and develop the personality of students simultaneously with the process of assimilating new knowledge, to develop the ability to independently acquire knowledge, to process information in English, which in turn contributes to the development of critical thinking and the formation of the competence to learn throughout life, to arouse interest in receiving information messages and reproducing one's own (the so-called information gap is an integral part of interactive information exchange).

Thus, the use of multimedia technologies significantly expands and diversifies the program of studying foreign languages, provides access to a variety of authentic materials, increases students' motivation to study, giving them the opportunity to work on the language at a pace convenient for them, which thus contributes to the individualization of learning. In order to form the foreign language communicative competence of students of agrarian specialties in foreign language classes, it is advisable to use such teaching methods as imitation, which usually involve teaching professional skills and abilities and are associated with modeling professional activity, in other words, both the situation and the professional activity itself are simulated; non-game, which involve the analysis of specific situations; solving situational tasks; exercises for performing individual tasks; game (role-playing, business game).

Within the framework of our study, we will focus on one of the most effective interactive teaching methods, which has become particularly widespread – "Case Study" (method of analyzing specific situations). It is based on the concept of

developing students' mental abilities and is aimed at developing creative thinking. A "case" can be any communication situation (including a professional situation) that requires its immediate resolution through discussion, that is, with the help of knowledge of foreign language. "Cases" are filled with professional content and involve a combination of knowledge of foreign language and professional competence of students of a particular field of training. The "Case Study" method, implemented in the form of a specific form, for example, a presentation, a role-playing or business game, a round table, a project, contributes to the successful implementation of a number of educational goals, which are: obtaining previously unknown information; developing competence and the ability to work with literature; fostering responsibility for one's work, improving communication skills; developing creative abilities; establishing reliable relationships in the team, and self-confidence. The "case" method contributes to the formation of students of non-linguistic specialties of the foreign language communicative competence, since, firstly, "cases" allow them to rely on interdisciplinary connections and create a professional environment close to reality, which allows students to combine foreign language training with the use of professional skills and abilities acquired by them. Secondly, proximity to real situations increases students' motivation, allowing them to overcome psychological barriers that arise when practicing similar language skills in a traditional educational environment.

Thirdly, the analysis of "cases" requires the teacher to have some extracurricular and classroom training, which is an effective type of educational activity. As practice shows, students prepare more responsibly and creatively for analyzing a "case", completing a certain number of educational tasks that under traditional conditions were perceived by them formally.

Thus, the analysis of scientific sources shows that the effectiveness of the formation of foreign language communicative competence in students of non-linguistic specialties and their development as competent and competitive specialists depends on the choice of methods of teaching foreign language. The use of

interactive methods in teaching foreign language to students of non-linguistic specialties has a number of advantages, since thanks to them, students take an active position, which involves not only the acquisition of language knowledge, but also contributes to the learning of professionally oriented communication.

Conclusions. It can be concluded that the use of a communicative approach in teaching foreign languages plays a leading role in the formation of communicative competence of higher education students. Among the advantages of the approach: fast and effective results (compared to traditional methods and approaches) in students' mastery of a foreign language through the performance of communicative tasks; involvement of all students in the learning process; contextualization of educational information, vocabulary and grammar for a better understanding of the meaning; the inextricable link between the language of everyday communication and the situations of its use. The use of a communicative approach in teaching has an undeniable result in the practical mastery of a foreign language by students, and the organization of communicative situations helps to master foreign language material.

Prospects for further research. We have listed only some common methods and approaches in modern methodology of teaching foreign languages, in particular English as one of the most common. They are not always suitable for use in their pure form: you can periodically apply some elements in pairs, for example, conduct one lesson per month in the style of Dogme Elt, CLIL or Flipped classroom. The variety of methods of teaching English allows the teacher to choose the most effective option, which, in his opinion, is suitable for this particular group of participants in the educational process. And sometimes it is the set of teaching methods, taking into account the pros and cons of all the methods used in the lessons, that gives fruitful results.

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UDC 378:37.02

FROM CLASSICAL TO MODERN MULTIMEDIA TOOLS FOR TEACHING ENGLISH IN PRACTICAL CLASSES

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Abstract. *Due to global changes in public life in Ukraine, as in other countries around the world, the role of foreign language in the education system has changed. This scientific article provides a comprehensive study of classical methods of teaching English, taking into account their reception and adaptation in the Ukrainian educational space and the transition to the use of various multimedia tools for teaching foreign languages in practical classes. This has become possible in the educational space with the spread of the Internet, which has opened up great opportunities for English teachers to access open data in the form of English-language multimedia tools that allow them to diversify practical classes, make them modern, interactive and interesting for students, thus accelerating the process of learning the material. Based on an analysis of scientific literature, the article argues that classical methods are not exclusively outdated stages, but constitute an arsenal of pedagogical techniques that, when consciously and reasonably integrated, can increase the effectiveness of modern polyparadigmatic learning. The subject "Foreign Language" has become one of the basic elements of the modern education system, a means for achieving professional fulfillment. The education system in the 21st century is undergoing reforms influenced by globalisation and the universalisation of political and cultural life, the increasing pace of social life and the growing importance of modern information technologies. Today, there is no ideal method for teaching English, as each student has a different level of motivation, psychological characteristics and critical thinking (understanding of their own plans and needs in their future professional activities). There are several methods in the methodology of teaching English that are effective in language learning, so teachers combine and use different methods in the teaching process. We see that there are significant shortcomings in the skills of professionally oriented monological and written speech of future specialists in the agricultural sector. In our opinion, one of the solutions to this problem is the use of multimedia tools to intensify the learning process.*

Key words*: English teaching methodology, classical methods, modern technologies, practical aspects of foreign language learning, multimedia tools, history of methodology.*

Introduction. The history of foreign language teaching is a history of the search for the optimal way to develop language competence. Classical methods, often referred to as 'traditional', represent not only archaic stages in the development of pedagogical thought, but also complete didactic systems based on clear (often contrasting) philosophical and psychological principles. Studying them allows us to understand the evolution of the goals of language education – from the development of academic intellectual skills to the formation of communicative ability. This article aims to systematise knowledge about the main classical methods and assess their

potential in the modern educational process. It is well known that learning English is a complex and lengthy process, especially for students of agricultural higher education institutions, as more attention is paid to the study of medical subjects at nonlinguistic universities. Proficiency in English for future specialists in the agricultural and industrial complex is a step towards achieving high goals in future professional activities and one of the most important conditions for the further life and professional success of today's graduates of agricultural educational institutions.

The purpose of the research is to conduct a systematic comparative analysis of key classical and modern methods of teaching foreign languages with the use of multimedia tools, to propose models of practical synthesis for a more effective learning process in conditions of limited time budget for non-language specialities, both for practical offline classes and for distance learning.

The research methodology. Conduct a systematic analysis of key classical methods, identifying their ontological foundations, operational mechanisms, and potential usefulness in the modern context, and determine the possibility and feasibility of combining them with modern multimedia techniques for conducting practical classes in agricultural higher education institutions.

Analysis of publications. Methodological conservatism should be analyzed through the prism of E. Rogers' theory of innovation diffusion [1], according to which the persistence of outdated pedagogical practices is caused by a complex of factors: institutional inertia, low professional mobility of teaching staff, and a lack of motivation to implement pedagogical experiments. In the context of Ukrainian higher education, historical determinants are added to this – traditions inherited from Soviet linguodidactics, which emphasize the formal acquisition of the language system as opposed to the development of communicative competence [2, p. 45-59]. A review of the professional literature revealed a significant number of scientific studies devoted to the problem of using multimedia tools in foreign language teaching. At the same time, an analysis of methodological sources indicates that certain topical issues in this field remain outside the attention of researchers, in particular, the problem of using

multimedia for the integrated teaching of monological speech and writing to future specialists in the agro-industrial complex. Mastering a language other than one's native language as a tool for transmitting and receiving information should be defined as a key task of language education [3, p. 314; 4, p. 8]. The foundations of the classical grammar-translation method were laid by I. Meidinger (Germany) and G. Allendorf (England). English educator and methodologist Harold Palmer (1877-1950), author of over 50 theoretical works, textbooks, and manuals, initiated the oral method (Palmer's method), which emerged in the 1920s, became widespread, and later, given the rapid technological progress and the need for students to quickly master professional and conversational English (in conditions of a shortage of classroom hours), significantly influenced the formation of the audio-lingual (1940s) and audiovisual (1950s) methods [5]. Contemporary Ukrainian educators [6, p. 124–127] developed the Concept of Foreign Language Teaching in Ukraine at the academic level, which significantly actualizes the issues under study and contributes to an in-depth analysis of various foreign language teaching methods with the involvement of significant practical experience of specialists. Such scholars and practitioners include Amelina S.M., Kiyak I., Galperin I., Moshkov V., Gromova O., Ilyasov I., Kitaygorodskaya G. and others. A systematic approach to foreign language acquisition involves taking into account and implementing objective and subjective patterns of language acquisition in the learning rocess, based on the native language and its comparison with the foreign language. P.O. Bekh, I.V. Bogush, M.M. Nychkalo, N.K. Sukhomlinska, and other scholars, methodologists, and philologists justify the need to transform traditional approaches to organizing learning and propose the introduction of active methods that promote the modeling of situations that are as close as possible to the future professional activities of specialists. A number of domestic and foreign specialists have been involved in developing foreign language teaching methods in line with various approaches. The goals of foreign language learning can be very diverse and are classified into two main groups: practical and scientific. Even proponents of the grammar-translation

method aimed not only at mastering the language system, but also at teaching reading and translation, i.e., testing elements of practical language proficiency [7, p. 13-16]. I.V. Sekret characterized foreign language competence as an integral personal and professional quality of an individual with a certain level of language education, which manifests itself in the readiness for successful, productive activity using the communicative and informative resources of a foreign language, enabling effective interaction with the environment through the use of appropriate language competences [8]. Tryhub I.P. conducted a thorough study of the phenomenon of suggestion and communicative-oriented foreign language teaching [9, p. 74–76], while Pometun O. focused mainly on the analysis of translation methods in teaching [10]. R.O. Grishkova substantiated that the effective formation of foreign language competence in students of non-philological specialties requires basic knowledge as an integral part of foreign language competence; it is this knowledge that ensures the formation of a stable positive attitude towards foreign culture and the process of language learning in students, which, in turn, contributes to the development of national consciousness, tolerance, and the ability to understand the traditions, customs, business ethics, and values of other people [11, p. 10]. The history and practice of applying the project method (projectbased learning) have been studied by Borshchovetska V.D. and Ignatenko V.D., who note that the preparatory stage involves the definition of target guidelines covering a number of interrelated aspects. The primary goal is to deepen students' knowledge of English within the framework of thematic material. At the same time, the course aims to develop students' foreign language communication skills and improve their communication, organizational, research, and creative abilities. It is important to activate personal potential, develop the ability to plan actions independently, and predict alternative ways of implementing project tasks. Particular attention is paid to the development of self-education skills, personal self-realization, and critical thinking, which involves the ability to draw up a semantic map (associative bush), adjust the course of work, and freely and reasonably express thoughts in oral and written forms [12].

Scientific novelty lies in the functional analysis of classical methods and their implementation in modern multimedia technologies, taking into account the specifics of the Ukrainian educational context of agricultural universities, as well as determining the possibility and feasibility of combining traditional, often grammar-translation approaches that do not meet the communicative needs of students with the possibilities of technical progress – multimedia teaching aids in practical classes.

At the present of linguistics development, the dominant approaches improving foreign language training are communicative, autonomous-individual, and technological. The growing need of the agro-industrial complex for specialists capable of effectively communicating in a foreign language highlights the need to modernize the methods of teaching language disciplines in the practical sphere of higher agricultural education institutions. Despite a significant number of scientific studies devoted to foreign language teaching methods, this field of pedagogical knowledge is in a state of permanent development, which is due to both the evolution of educational paradigms and the demands of society. Therefore, there is a particular need for a systematic and critical analysis of the methods of teaching English used in higher education institutions in order to identify the most effective strategies for developing the professional foreign language competence of future specialists.

Research material. The evolution of foreign language teaching methods in Ukraine, while integrated into the pan-European scientific discourse, is distinguished by specific national characteristics determined by historical, political, and sociolinguistic factors. The classical methods that dominated the Soviet educational paradigm underwent a fundamental rethinking in the post-Soviet period. As one of the leading Ukrainian researcher S.Y. Nikolaeva rightly notes, “the formation of the Ukrainian methodological school at the end of the 20th and beginning of the 21st centuries took place in the context of a paradigm shift from an authoritarian-informational to a personality-oriented -oriented and communicative models of learning, which led to a critical reassessment of past experience” [13, p. 17]. This experience, in particular, included the long term and large-scale application of the

grammar-translation and audio-lingual approaches, which formed persistent linguistic and pedagogical stereotypes in several generations of both teachers and students.

The results of empirical studies [14, p. 89-97; 15, p.112-120] illustrate the key features of methodological conservatism in contemporary teaching practice:

a) Prevalence of receptive types of speech activity: up to 70% of classroom time is devoted to reading and translation, while productive types of speech (speaking, writing) account for only 20-25% of teaching time.

b) Lack of an authentic language environment: limited use of authentic professional texts, audio and video materials, simulations of professional communication situations, and intercultural projects.

c) Instrumental marginalization of information and communication technologies: fragmented and unsystematic use of ICT in language training, which contradicts the existing digital competencies of modern students and the requirements of the digitalization of education.

d) Desemantization of the professional context: teaching a foreign language as a self-sufficient academic discipline, detached from the real needs and context of future professional activity, which negates its instrumental function.

The modern labor market requires higher education institutions to train highly qualified personnel who organically combine fundamental theoretical knowledge (hard skills) with the ability to creatively implement ideas and scientific developments, effective communication, teamwork, and adaptability (soft skills). The main task facing teachers at the present stage is to form educated, harmoniously developed personalities capable of continuous knowledge renewal and self-improvement throughout their lives. Graduates of higher education institutions must demonstrate a high level of foreign language communication competence, which is not limited to a narrow professional focus, but involves fluency in the language in a broad sociocultural context. This means that during their studies, students must master a comprehensive set of language skills and abilities that form the basis of communicative proficiency in a foreign language. Modern requirements for graduates

and current realities encourage teachers to constantly study, critically analyze, and implement the most effective methods and technologies in the educational process, as well as to creatively develop their accumulated practical and theoretical experience in teaching the discipline. In view of the above, foreign language teaching methods need to be significantly diversified and updated, which requires the systematic use of innovative technologies and a wide range of methods (interactive, project-based, case-based, etc.) with the aim of purposefully developing students' speech and communication skills. The use of exclusively classical methods and techniques, both in practical classes and in the organization of independent work, has lost its effectiveness, as it does not meet modern educational requirements and does not ensure the formation of the necessary competencies of graduates.

The main goal of studying foreign languages in agricultural higher education institutions is to develop professional communicative competence, which is an integrative combination of numerous structural components. Mastering a foreign language is impossible without creating real communicative conditions, without proper assimilation of foreign language techniques, and without mastering the information necessary for adequate interpersonal interaction and mutual understanding. The integration of interactive technologies (IT) with the classical translation method, supplemented by game elements in practical classes, as well as the use of video and audio materials, enables the full implementation of this task through direct communication. Thanks to the introduction of interactive technologies, the didactic possibilities of the foreign language learning process are significantly expanding. The development of technical means, the emergence of multimedia resources, and other IT make it possible to create educational computer programs that take into account the individual characteristics of students, contributing to an increase in their motivation and level of assimilation of information and educational material [16]. A significant achievement of technical progress in the context of higher education is that, at the current stage of development, computer technology is capable of taking over a significant amount of a teacher's routine work, freeing up time for

their creative pedagogical activities. There are criteria for determining the feasibility of using technical means of teaching and assessment in English language classes: ensuring increased productivity and efficiency of the entire educational process; managing and monitoring the correctness of each student's learning activities; stimulating interest in language learning; ensuring prompt feedback and control of the actions of all learners in the learning process; ensuring prompt work with answers, which consists in entering them without lengthy coding and encryption. It should be emphasized that the teacher's task is to create conditions for each student to master the language in practice, to select teaching methods that enable everyone to be active and creative, and to stimulate 1 the cognitive activity of students in the process of learning foreign languages. Modern pedagogical technologies, in particular collaborative learning, project-based methodology, the use of new information technologies and Internet resources, contribute to the implementation of a personality-oriented approach to learning, ensuring the individualization and differentiation of the educational process, taking into account the abilities of students and their level of preparation. It is natural that in recent years the issue of introducing new information technologies in higher education institutions has been raised more and more often. This involves not only the use of new technical means, but also the introduction of new forms and methods of teaching, as well as the formation of a new approach to the educational process. We emphasize once again that the main goal of foreign language teaching is to form and develop students' communicative culture, as well as to teach them practical foreign language skills. The effectiveness of the use of information technologies to strengthen the professional orientation of foreign language learning in higher education institutions, as practice shows, is most noticeable when they are used systematically in a set of classes, which ensures the acquisition of a comprehensive set of skills and creates an effective basis for their effective implementation in future professional activities. It is the communicative approach in foreign language teaching as a strategy that models the communication process, aimed at forming psychological and linguistic readiness for communication,

conscious understanding of linguistic material and ways of working with it, as well as awareness of the requirements for effective speech. For language users, implementing the communicative approach in an online environment is not difficult. In today's world of rapid scientific and technological development, the problem of transitioning to an intensive path of development arises and is being solved in all spheres of public life and at all stages of professional training. The business environment is increasingly actively using human capital, with an individual's ability to learn becoming more important than existing practical experience. Foreign languages have become one of the key components in the successful conduct of both entrepreneurial activity and any professional practice, which in turn contributes to the development of international cooperation. In addition, in the age of high technology, proficiency in English is a prerequisite for qualified personnel involved in international teams. Knowledge of English is also a mandatory component for successful adaptation to the international academic environment, as well as for the exchange of professional, scientific, and research information. Therefore, English serves as the basis for the formation of soft skills, which are reflected in the universal competencies of English language work programs. The search for optimal ways to solve this problem back in the 1960s and 1970s led to the emergence of the suggestive teaching method. Suggestion is used as a means of activating the reserve mental capacities of the individual in the educational process, in particular during the learning of foreign languages. Initially, the model of intensive foreign language learning was developed for adult learners in short-term courses, but later experience in its application proved the success of the intensive method in other educational contexts as well.

Given the long-standing practice of professional training, it is advisable to offer students a variety of teaching methods to help to master practical and theoretical professional skills.

In particular, in the process of learning a foreign language (English) in the context of professional theoretical knowledge, the translation method has been found to be the most effective in practical classes. The main source of relevant knowledge is

authentic texts, which enable students to identify, analyze, and learn new vocabulary. Working with text materials involves several consecutive stages:

1) Introductory reading and listening to authentic texts. At this stage, students get a first look at the text, figuring out its main theme and how it’s organized. It’s a good idea to do tasks that focus on finding synonyms and antonyms for technical terms, figuring out the context in which they can be swapped, making sentences using antonym terms, and so on.

2) Professional interpretation of terminological units. The next step involves an in-depth analysis of terms, clarification of their semantic content, and paradigmatic relationships (synonymy, antonymy). An important component is the analysis of the contextual use of terms, discussion of the potential meanings of polysemous terms, accompanied by the exchange of professional knowledge.

3) Compiling an individual terminology dictionary of the language for special purposes in the process of working with the text. One of the key tasks of working with texts is the formation of a personal dictionary of professional terminology, which contributes to the systematization of new lexical units and their effective memorization. Such a dictionary may contain definitions of terms, examples of their use in professional texts, as well as contextual explanations.

4) Activation of the compiled terminology dictionary in situations of professional communication in classes focused on the development of dialogical and monological speech.

The final stage involves integrating the acquired terminology into students' speech activity through modeling dialogues, producing professional texts, and recreating communicative situations that require active use of terminology. Practice-oriented tasks enable not only the consolidation of new terms, but also the formation of skills for their correct use in a professional context.

5) Performing communicative exercises using professional terminology. The most effective way to learn terminological vocabulary is to actively use it in speech

practice. The use of dialogical and monological exercises contributes to the reliable consolidation of new terms and the improvement of speech skills.

6) Constructing complete sentences and producing texts. Working on the syntactic structure of sentences helps students master the skills of correct use of terminology in oral speech and writing. Effective types of work include supplementing sentences with terms from a given list, transforming separate parts of sentences into a logically structured text, and writing short professional articles or abstracts using appropriate terminology.

The development of communicative competence, particularly in the context of learning a professionally oriented foreign language, enables the resolution of professional and communicative tasks faced by agricultural higher education institutions, teaching staff, and students at all levels of higher education. Effective acquisition of terminological vocabulary in a professional foreign language course contributes to the development of students' professional competence, prepares them for intercultural communication, and ensures high-quality mastery of specialized vocabulary. The implementation of these tasks is impossible without knowledge of the terminology of the relevant specialty. The use of authentic texts, a system of speech exercises, and interactive teaching methods contributes to the in-depth acquisition of professional terminology and its active use in future professional activities [17, p. 174-182; 18].

The development of practical professional skills through foreign languages necessitates the modernization of the domestic education system in the context of the intensive development of socio-economic relations in society, highlighting the problems of improving the quality of higher education. The quality of specialist training is determined not only by the volume of professional knowledge, but also by the ability of future graduates to apply it creatively in the process of performing professional tasks, the ability to communicate in a foreign language with foreign colleagues, and to carry out professional activities in a foreign language environment.

The identification of the concepts of “the formation of foreign language communicative competence of students of technical specialties” and “professional competence of a specialist” can be traced in the scientific works of A. Andrienko, E. Bibikova, Yu. Solodnikova, O. Kravchenko, S. Sklyarova, N. Izoria and other researchers. The development of foreign language competence is considered one of the priority tasks in the formation of a well-rounded linguistic personality in the context of university education. At the same time, foreign language competence is defined as the result of professional training, reflecting readiness for foreign language activity in various fields in accordance with personal priorities. Foreign language competence is not limited to a simple set of knowledge, skills, and abilities; however, as a result of the educational process, it represents the interaction of foreign language knowledge, skills, and value orientations of the individual. Viewed in a dynamic aspect, foreign language competence appears as a process of qualitative change in the state of the individual within a multi-level educational system.

The main goal of foreign language acquisition, both in the classroom and in the process of independent cognitive activity of students, is to develop the ability to use language not only as an information and communication tool, but above all as a means of interpersonal interaction in professionally oriented communicative situations that simulate the context of future professional activity. Accordingly, the teaching staff and educational programs of higher education institutions focus on the implementation of a communicative approach, the defining principles of which are the speech orientation of the educational process and its situational conditioning. According to M. V. Yaburov and O. V. Yaburova, foreign language competence should be understood as an integrative personal and professional quality of an individual who has a certain 4 level of language education and is manifested in his or her readiness for successful, productive, and effective activity using the communicative and informational potential of a foreign language. Developed foreign language competence enables effective interaction with the environment based on relevant speech competences [19, p.316-323].

Under the influence of globalization processes, the acceleration of social life, and the rapid development of information and communication technologies, the role of foreign languages in the education system has undergone a fundamental transformation. From a secondary school subject, it has evolved into a basic component of the modern educational paradigm, a powerful factor in professional development and personal self-realization. These changes have necessitated a review of the theoretical and methodological foundations of foreign language teaching and have intensified the search for effective ways to implement them in practice. Any educational process in the field of foreign language teaching is based on a clearly defined system of interrelated categories, each of which performs a specific function. The central place in this system belongs to teaching methodology, which represents a comprehensive set of principles, methods, techniques, technologies, and means aimed at achieving the set pedagogical goals. Teaching methodology is implemented through specific methods as systematic ways of interaction between teachers and students, ensuring the transfer, assimilation, and practical application of knowledge, skills, and abilities.

Teaching methods correlate with specific actions of teachers and students, representing elementary operational acts aimed at performing a specific task at a certain stage of the educational process. The concepts of method and technique are closely interrelated: it is appropriate to consider a method as an integrative structure, while a technique fills this structure with specific content. Methodological techniques include, in particular, ways of semantizing new lexical units, techniques for organizing students' learning activities in the process of studying new material, consolidating acquired skills, and developing speech skills in communicative situations through various language exercises (crossword puzzles, fill-in-the-blanks, describing illustrative material) and communicative (speech) exercises, such as reproducing a sequence of actions based on images, answering questions, staging dialogues, role-playing, etc. Teaching aids are an important and integral component of the foreign language teaching process in non-linguistic higher education

institutions, answering the question “What should be used for teaching?” The classification of foreign language teaching aids divide them into primary and auxiliary aids; sets for teachers and sets for students; technical and nontechnical aids. Each method is implemented through a set of methodological techniques – specific operations that ensure the solution of individual tasks at a certain stage of the lesson. An illustration of this is the method of explaining new grammatical material, which is implemented through techniques such as demonstrating tables and diagrams, analyzing examples from the text, and comparing grammatical phenomena with similar ones in the native language. The choice of specific methods and techniques is determined by the dominant approach – the leading conceptual idea that forms the theoretical basis of the entire educational process. This idea is specified in a system of principles – fundamental regulatory rules that determine the course of educational activities. Conscious planning of the educational process begins with defining the learning objective – the ideal result that teachers and students strive to achieve. The goal determines the content, strategy, and tactics of learning, but its implementation is impossible without taking into account the specific conditions – the circumstances in which the educational process takes place. These conditions include the level of students' competencies, the technical equipment of the classroom, the number of teaching hours, the socio-cultural context, and so on. The achievement of the set goal in the given conditions is carried out with the help of various teaching aids – textbooks, workbooks, authentic audio and video materials, interactive whiteboards, computer programs, and digital educational resources.

All of the categories outlined – goals, content, principles, methods, techniques, means, and organizational forms – are in a complex dialectical relationship, forming a holistic learning system. The teaching system represents a generalized model of the educational process that corresponds to a specific methodological concept. It simultaneously determines all components of teaching and is itself determined by them, ensuring the internal logic, consistency, and system of pedagogical activity.

The history of foreign language teaching methods presents a rich panorama of diverse approaches, each offering its own vision of how to most effectively master a foreign language. This diversity is not chaotic – it reflects the evolution of scientific ideas about the nature of language, the mechanisms of its acquisition, and the goals of teaching in different historical periods.

The grammar-translation method is a classic example of an academic approach to language learning. It emerged at a time when the dominant goal was to read and interpret classical literature. Imagine a class where students are given an excerpt from a Charles Dickens novel. The teacher asks them not just to read the text, but to conduct a thorough linguistic analysis of each sentence, identify grammatical structures, find unfamiliar lexemes, and find equivalents for them in their native language. Students diligently record lexical units in terminology dictionaries, perform exercises in two-way translation (from English to Ukrainian and vice versa), and write dictations and retellings.

Grammatical material is learned deductively – first, the rule is explained, then examples are given to illustrate it. This method stimulates students' analytical thinking and requires accuracy, perseverance, and attention to linguistic details. It enables a deep understanding of the grammatical system of the language and the accumulation of a significant passive vocabulary, but it does little to develop oral communication skills.

Contemporary researchers believe that the grammar-translation method occupies a special place in the history of language teaching and involves: *a)* instruction in the native language; *b)* limited use of the foreign language in active speech; *c)* emphasis on grammatical forms; *d)* use of complex classical texts for reading; *e)* the use of translation techniques and syntactic analysis of sentences [20].

At the beginning of the 20th century, the natural (direct) method emerged as an alternative to the grammar-translation method. Its founders, Maximilian Berlitz and François Guén, proposed a radically different approach to learning: mastering a foreign language by analogy with how a child learns their native language. In a class

organized according to this method, not a single word is spoken in the native language. The teacher points to a chair and says “chair,” to a door and says “door,” to a window and says “window.” They actively use nonverbal means of communication: gestures, facial expressions, objects in the environment, and illustrative material. Students listen, imitate, and gradually begin to respond to simple questions. Grammar rules are not explained – they are learned intuitively through repeated use in speech patterns. This method creates the illusion of a natural language environment, but requires small groups and highly motivated participants in the educational process.

The audiolingual method emerged in the mid-20th century in the United States of America, and its emergence is closely related to the needs of the military department for intensive training of specialists who speak foreign languages. The psychological basis of this method was behaviorism – the doctrine of the formation of skills through the triad “stimulus-response-reinforcement”. Imagine a laboratory where students listen to an announcer in headphones who reproduces phrases in English. Pause-students repeat what they heard in chorus. A new phrase – repetition again. Gradually, the tasks become more complicated: the announcer says “I go to the university”, and students must transform the sentence into the past tense – “I went to university yesterday”. Then carry out the substitution of the subject – “She went to university last week”. Such operations are repeated dozens, hundreds of times. The method effectively forms stable speech automatisms, but it levels the creative, conscious component of speech activity.

The essence of the audio-lingual method lies in the study of speech structures, since language proficiency requires the ability to manipulate these structures, filling them with appropriate lexical and grammatical material and reproducing them at a natural speech rate. This technique of working with structural models has had a significant impact on the development of modern language teaching. The process of learning structures consists of the following sequential stages: imitative memorization of models, conscious selection of a new model in opposition to those already learned, intensive training with models, and their free use in speech.

In the audio-lingual method, the main focus is on syntactic structures, while lexical content is not given priority, which distinguishes it from the direct method, where the lexical aspect of a sentence is often decisive. The proclamation of mechanical repetition of isolated, contextually unrelated sentences as the main method of acquiring structures shows a certain similarity to the grammar-translation method. Unlike the direct method, where oral communication is modeled from the outset and learners are taught to produce coherent utterances, the audio-lingual method does not provide for coherent speech at the initial stage (with the exception of a limited number of short dialogues).

The focus on imitation, constructing sentences by analogy, and repeated repetition of what has been learned gives reason to consider the audio-lingual method as a further development of direct methods and, at the same time, to classify it as one of the so-called indirect methods [21, p. 361-367].

The audiovisual method, also referred to in scientific literature as “high-speed” or “structural-global”, originated in France in the 1950s. Its development is associated with the names of such leading linguists and psychologists as P. Gubina (Yugoslavia), P. Rivan, R. Misha, J. Gugeneim, and A. Sovage (France). This method has spread not only in France, but also in Yugoslavia, England, Canada, Turkey, Poland, and a number of other countries. In its pure form, it is used primarily for teaching foreign languages to adult audiences in the country where the language is being studied. The very name of the method reflects the didactic principles on which it is based. It is defined as audiovisual because all new learning material is perceived by students over a long period of time exclusively by ear (“audio”) and its semanticization is carried out with the help of visual non-verbal aids – slides, filmstrips, and movies (“visual”).

The method is also classified as structurally global, since language acquisition takes place on the basis of specially selected speech structures that are perceived by learners as a whole, without being broken down into separate elements (globally). The significance of the audiovisual method of teaching a foreign language is based on

the fact that, along with the general intensification of the educational process, conditions are created that are as close as possible to the natural course of communication, in which real speech situation function.

Audiovisual (structural-global) and **audio-lingual** methods are focused on memorizing lexical units and phrases using audio and video technology. The audio-lingual method is used in the process of learning a foreign language for accelerated acquisition of words and phrases, as well as for the formation of speech skills through repeated repetition. In addition, systematic repetition makes it possible to achieve correct pronunciation and proper intonation of speech.

In the 1970s, **the communicative approach** became established in linguistic discourse, destined to become the dominant paradigm in modern education. Its emergence was determined by renewed social demand: English gradually transformed into the language of international communication, and accordingly, the main goal of learning became the ability to communicate in a foreign language in real life.

The communicative approach radically changed the format of the classroom. Imagine a classroom where the teacher works according to this method. Students are seated in a circle rather than at traditional desks. They do not mechanically repeat phrases after the teacher, but are involved in discussing a topical issue: is it appropriate to install CCTV cameras in public places for security reasons? They simulate role-playing situations: “You are a trader. A client (farmer), dissatisfied with the level of service. Calm him down and offer a constructive solution to the problem”. Students work in pairs, exchange information, complement each other, and engage in discussion. Speech errors do not interrupt the flow of communication – the teacher notes them for further study without disrupting the natural course of communication. Language is presented not as an object of study, but as a tool for solving real-life problems. The Communicative Approach, in turn, focuses on developing communicative competence in the target language through meaningful interpersonal interaction and modeling real-life situations. Pupils and students learn the language in a contextual setting with an emphasis on the integrated development

of speaking, listening, reading, and writing skills. The ultimate goal is to develop practical language skills that can be used in real-life communication situations. The communicative approach is the basis for the activities of leading British and American language schools, including Bell International, OISE, St. Giles International, Rennert Bilingual, and NESE. The main task is to teach students first and foremost to speak and freely perceive spoken language, and only then to produce written texts. The approach is primarily aimed at those who want to adapt to a foreign language environment in a short period of time [22].

Currently, among all pedagogical paradigms, the Competence Approach is emerging as the leading approach in terms of effectiveness and compliance with modern requirements, as it correlates most closely with educational, professional, and social practices of foreign language communication. This statement is particularly relevant in the context of the English language, which is increasingly gaining the status of a universal means of international communication, becoming both a tool and a cultural mediator in any international interaction. Within this approach, the priority competences to be developed in learners are: a) practical skills in speaking, reading, and translation; b) the ability to solve practical communication tasks in English; c) the ability to use English at everyday and professional levels; d) a conscious need for continuous self-improvement in English (ideally, throughout life) [23, p. 39–43].

One of the main tasks in the process of learning a foreign language is to overcome the negative influence of the native language. This determines the importance of gradually increasing the level of difficulty identified as a result of comparing the native and foreign languages. This requirement to compare language systems distinguishes the audio-lingual method from all other direct and indirect methods. It is most evident in relation to grammatical material (for teaching English on the basis of the native language) and least evident in phonetics. Considering writing to be only an inaccurate reflection of spoken language (since it does not convey stress, intonation, pauses, etc.), proponents of this method strongly oppose teaching reading (with the exception of reading techniques) at the initial stage. In

their opinion, learning to speak and understand spoken language is what it means to master a language.

Modeling speech situations that are close to real communicative practice contributes to increasing the effectiveness of practical classes, activating the speech activity of students, and increasing their interest in learning the language. The search component is a decisive factor in constructing such situations and in the pedagogical activity of the teacher. The teacher has the opportunity to vary communicative situations according to the specifics of the academic group, the individual characteristics of students, their cognitive interests, and the level of their speech skills, which enables the targeted formation of their communicative competence. The selection of teaching materials plays an important role in the process of developing students' linguistic and socio-cultural competence. When selecting linguistic and cultural content for the disciplines “Foreign Language (by Specialty)”, “Business Foreign Language” and “Foreign Language for Academic Purposes”, criteria such as the relevance of the materials to the specified subject matter, consideration of the age characteristics and cognitive interests of students, emotional richness, linguistic accessibility, socio-cultural significance, etc. are applied.

As an example, let us consider a communicative situation for first-level (bachelor’s) higher education students, tentatively titled “On the Farm”. The participants in the situation are a young farmer named Alex and a future specialist who has arrived for an internship without any previous experience working with agricultural machinery.

Alex: Good morning, Sam! Ready for your first day on a real farm?

Sam: Good morning, Alex! Yes, I’m excited but a little nervous. To be honest, I've only seen tractors in pictures.

Alex: Don’t worry, it’s simple. This is our main workhorse — the tractor.

Sam: It looks huge! What's that machine attached to the back of it?

Alex: That’s the plough. We use it in autumn to turn the soil over. It prepares the ground for winter.

Sam: I see. And what about that big machine over there with the long arms?

Alex: Ah, that's our pride — the combine harvester. We only use it in August during the harvest. It cuts the wheat, separates the grain from the straw, and cleans it – all in one go.

Sam: Wow, that saves a lot of time. How do you drive in such straight lines? The field looks like a chessboard!

Alex: (Laughs) That's thanks to precision agriculture. The tractor has a GPS system. It guides the tractor automatically, so there are no gaps or overlaps. It saves fuel and seeds.

Sam: Technology on a farm! Amazing. And what is that long pipe spraying water?

Alex: That's the irrigation system. It's a pivot irrigator. It waters the corn field slowly as it moves in a circle.

Sam: This is incredible. So, what is my first task?

Alex: Today we 3 need to do some maintenance on the seeder. We have to check the discs and clean them before spring planting. Grab a wrench and follow me!

Questions regarding the situation:

What machine does Alex call the "main workhorse"?

When do they use the plough?

What three actions does the combine harvester do at once?

How does GPS help the tractor driver?

What is Sam's first task?

Linguistic features of the proposed professional-production communicative situation: terminological richness, grammatical constructions, discursive markers. The proposed dialogue is an example of an educational speech situation. It successfully solves the didactic task: it activates professional vocabulary in speech, demonstrates grammatical structures in context, and prepares students for real communication in a professional environment. The undoubted advantages of the communicative approach include the effective formation of communicative skills and the informal nature of educational interaction. A qualified teacher, taking into

account the specifics of a particular student group, independently selects and adapts the teaching methodology, providing comfortable conditions for language acquisition. Despite the dominant position of the communicative approach among modern teaching methods, it remains insufficiently theoretically understood and researched. The introduction of the communicative approach in linguistic didactics is associated with the names of such scientists as B.V. Belyaev, I.L. Bim, E.I. Passov, who proceeded from the fact that communicativeness involves the organization of learning according to a model close to the natural process of communication. The relevance of the communicative approach at the present stage is due to the active introduction of Internet technologies into the educational process, which is associated not only with technological progress, but also with the desire of students to process ever increasing amounts of information. The integration of appropriate methods into the process of learning English organically combines the information and cultural components, since one of the fundamental principles of teaching foreign languages is the study of the language in an inextricable connection with the cultural context. The communicative approach provides an organic combination of conscious and subconscious mechanisms in the process of language acquisition: mastering the rules of operating foreign language structures occurs simultaneously with the awareness of their communicative and speech function. That is why the communicative approach most fully reflects the specifics of a foreign language as an academic discipline. The effective implementation of the communicative approach is facilitated by the atmosphere of collective speech interaction, cooperation of students among themselves, the coordinating role of the teacher and his active interaction with students. Such an organization of learning represents a special form of cognitive activity – interactive learning, supplemented by the use of multimedia tools, the purpose of which is to create the most favorable conditions for mastering the material, the formation of “soft” skills (soft skills) and professional competencies (hard skills) for further successful professional implementation. This form of learning involves shifting the emphasis from teaching activities to the cognitive activity of the

student himself, which stimulates the development of his independence, creative potential, initiative and personal abilities.

The communicative teaching method is one of the most common approaches to teaching English, having gained popularity first in the USA and European countries, and later widely used in domestic educational practice. Within the framework of this approach, the main attention is focused on the development of productive (speaking) and receptive (listening) speech skills, which involves directing most of the teaching time to communicative interaction. The teacher minimizes the use of students' native language, maximally involving English as the main means of communication in the educational process.

Thus, the key goals of the communicative method are: creating an English-speaking environment, forming the ability to communicate in a foreign language, and actively mastering lexical material in the context of real speech activity. The communicative approach involves a high level of interactivity between students, implemented through a system of pair and group tasks, as well as a significant amount of listening exercises. The essence of the communicative approach lies in direct access to real communication: in practice, this means that the teacher focuses students' attention not so much on the assimilation of language forms or the isolated development of individual skills, but on activities in which language is used as a tool, and the success of this activity directly depends on the level of mastery of it. Communicative tasks should pose students with the need to independently search for solutions to the problem, encouraging them to creatively use language tools. An important aspect is the development of creative abilities through modeling life situations (educational, educational), which contributes to the formation of skills to think and express thoughts in both native and foreign languages.

The structural approach represents a distinct logic of organizing educational material based on a systemic-structural concept of language. Its proponents proceed from the conviction that any language is a holistic systemic unity, and therefore its study should be carried out sequentially, according to the principle of linear

complexity – from elementary linguistic phenomena to more complex ones, with strict adherence to the internal logic of the language system. According to this methodology, the learning process is structured as a step-by-step acquisition of structural models: first, the linking verb to be is mastered, then the present simple tense, then the present continuous tense, and only after that does the transition to the study of past tenses take place. Each subsequent grammatical structure is based on previously acquired knowledge, which makes it impossible to skip any stage without compromising the integrity of language training. In parallel with grammatical material, the structural approach also organizes the acquisition of lexical topics, which are also subject to the principle of systematization and consistency. Lexical material is grouped according to theme and introduced in accordance with the stage of studying grammatical structures. At the initial level, students master basic vocabulary for everyday use: family, home, food, clothing, and everyday activities. At the intermediate level, the topics are expanded to include professionally-oriented topics that correlate with the students' specialization. In the context of agricultural education, such lexical topics include: agricultural crops, soil types, agricultural machinery, animal husbandry, agribusiness. Lexical units are not introduced in isolation, but within typical grammatical structures, which ensures their natural assimilation and the formation of stable lexical and grammatical connections. This organization of material creates a coherent linguistic picture, where lexical content is organically combined with grammatical structure, and the thematic blocks that have been learned gradually become more complex and expand, preparing students to use the language freely in a professional context. This approach ensures that grammatical material is firmly grasped, that systematic ideas about language are formed, and that intralinguistic connections are understood. At the same time, critics of the structural approach point out that it can lead to certain artificiality in speech, as learners often use grammatically correct but communicatively inflexible constructions. In addition, excessive structuring does not always take into account the communicative needs of students, who may need to use more complex grammatical phenomena in the early

stages of learning to solve specific speech tasks. Despite this, the structural approach remains an important component of modern language teaching, especially in the early stages of learning, where the systematic introduction of grammatical material creates the necessary foundation for the further development of communicative skills.

The socio-cultural approach significantly enriches communicative methodology by introducing an important cultural dimension: language does not function in isolation from culture, but is an integral part of it and, at the same time, a means of expressing it. In a class organized according to this approach, students do not simply study vocabulary related to the topic of "food" – they delve into the cultural context: they learn about the phenomenon of "afternoon tea" in British tradition, become aware of the specifics of English financial behavior (in particular, the practice of separate payment in restaurants), and understand the semantics of an invitation "for dinner" at 7 p.m. They analyze the structural features of English-language correspondence, in particular the sequence of the address and date, and master differentiated forms of address according to the communicative context. Cultural incompetence often causes no less communication failures than purely linguistic errors, and it is the linguo-sociocultural approach that aims to bridge this gap. The sociocultural approach represents one of the most systematic and multifaceted approaches to foreign language learning. Its proponents believe that language loses its vitality when teachers and students limit the purpose of learning to mastering only formal lexical and grammatical structures. Personality is a product of culture, and language as a phenomenon is also determined by cultural context. The most convincing confirmation of this is the speech errors made by communicators. While for a native speaker who has a superficial knowledge of the language, the difference between the expressions "Don't you want to go?" and "Would you like to go?" seems insignificant, for a native speaker of British culture it is fundamental, since the first option is perceived as a violation of communicative etiquette. In business communication, one often hears the question "What problems are you interested in?", formulated under the influence of the native language, without taking

into account that the lexeme “problems” in English has a consistently negative connotation. The correct form in this context would be “What issues are you interested in?” The sociocultural linguistic method takes into account the important fact that approximately 52% of errors are made under the influence of the native language, while 44% of errors are caused by intralinguistic factors, i.e., the peculiarities of the language being studied [24, p. 60-65].

Whereas previously teaching methods focused primarily on the formal correctness of speech, the modern paradigm seeks to enhance its content in addition to this aspect. The semantic richness of the information being conveyed, i.e., the communicative level of expression, is becoming a priority, since the ultimate goal of any communicative interaction is to achieve mutual understanding.

It is important to add that the linguo-sociocultural approach involves not only the assimilation of country-specific information, but also the formation of the ability to engage in intercultural dialogue, the development of empathy and tolerance for other cultural models of behavior. In the process of implementing this approach, students learn to identify culturally marked language units, interpret them in the appropriate context, and use them appropriately in situations of intercultural communication. This is especially relevant for future specialists in the agro-industrial complex, who increasingly work in international teams, participate in joint projects, undergo internships abroad, and need not only professional language training but also a deep understanding of the cultural characteristics of their business partners.

For the effective implementation of a person-oriented approach in the educational process, it is necessary to use special teaching methods and technologies that take into account the individual characteristics, needs, and interests of students. Such pedagogical technologies include problem-based learning, modular learning, the project method, as well as individual elements of the intensive method and interactive technologies. Each of these technologies performs specific didactic functions in the structure of educational activities.

The project method is used primarily to form stable internal motivation and a conscious need for the practical use of a foreign language as a tool for intercultural communication and cognition. Elements of the intensive method developed by G. Lozanov and his followers are integrated into the learning process mainly through role-playing games and simulations, which activate the reserve capacities of students' minds and remove psychological barriers to communication. In the context of using project methodology, which is part of the problem-based learning method, the scientific and methodological work of V. Aleksandrova is of particular interest in foreign language classes. In her research, considerable attention is paid to search and research exercises that contribute to the formation of students' cognitive activity. It is worth highlighting a number of exercises that can be successfully integrated into the foreign language learning process: 1. Prepare a story about ... (while imagining yourself in the role of a) an optimist, b) a skeptic). 2. Listen to a short story and explain the reasons why ... 3. Give examples from your own life experience that confirm that... 4. Suggest a logical conclusion to the story (dialogue). 5. Express a desire, intention, or willingness to perform a certain action, and indicate the circumstances that prevent its implementation. 6. Organize a discussion of the facts presented in...7. Explain the reasons for refusing to carry out an assignment (participate in a competition, travel outside the city). 8. Conduct an interview with a foreigner (eyewitness to events, prominent personality) about events that are happening (happened or will happen). 9. Conduct an imaginary tour for tourists from the country whose language is being studied, visiting the city's or country’s notable museums. 10. Imagine a situation where you are invited to... Justify your agreement or refusal. 11. Formulate advice and recommendations for people planning a tourist trip (excursion, vacation, holiday, visit to relatives or friends) [25. p.8-14].

Problem-based technologies deserve special attention in the context of person-oriented learning. It is advisable to highlight the following characteristics of a lesson organized using problem-based learning: first, the organization and conduct of the lesson is dominated by collective activity with the extensive involvement of the

students themselves in the planning, implementation, and evaluation of learning activities (subject-subject interaction); second, students clearly understand the specific learning or problem-solving task to be solved and the expected results to be achieved (goal setting and reflection). It is these types of problem-based learning that find practical application in the teaching of the subject. The introduction of problem-based learning is a powerful factor in the formation of students' cognitive independence, which manifests itself in the ability to search for knowledge, overcome cognitive difficulties, and adapt to new learning situations without external assistance. In addition, problem-based learning intensifies the development of logical, critical, and creative thinking, as it requires students not only to reproduce the information they have received, but also to creatively rethink it, put forward hypotheses, search for alternative solutions, and argue their own position.

The use of **the problem-solving method** in foreign language classes makes it possible to create situations that pose intellectual challenges, which stimulates students' mental activity. The teacher presents students with a simulated professional situation: "Imagine that your company is planning to enter the international market, but most of your employees do not have a sufficient command of English. Management considers organizing language courses to be an unnecessary financial expense. Your task is to prepare a convincing presentation that justifies the economic feasibility of training staff in a foreign language". In the process of solving the problem, students immerse themselves in its content: they analyze statistical data, study the experience of successful international companies, develop infographics to visually demonstrate their arguments, and improve their skills in persuasive communication in English.

A person-centered approach to learning is based on recognizing the individual characteristics of each student: there are no students with identical cognitive styles and psychophysiological characteristics in an academic group. There are differences in the dominant channels of information perception (auditory, visual, kinesthetic), in preferences regarding the forms of organization of educational

activities (individual work or collaboration), as well as in the sphere of personal interests and hobbies (technology, fashion, sports, art, etc.). Taking these individual characteristics into account is a necessary condition for the effectiveness of the educational process. In accordance with the principles of personality-oriented learning, when working on the topic “Hobbies”, students are offered differentiated tasks that take into account their interests and preferences. For example, Ivan, who is interested in digital technologies, prepares a multimedia presentation on computer games in English. Olena, who is passionate about decorative and applied arts, writes an essay on embroidery techniques. Andriy, who is more comfortable working with audio content, records a thematic podcast about fishing. Maria creates a video blog dedicated to caring for indoor plants, using modern digital storytelling formats.

Among specialized methods of teaching foreign languages, Total Physical Response occupies a prominent place. At the initial stage of the learning process organized in accordance with this method, students do not produce any speech utterances during the first lessons. Their activity is limited to listening and following the teacher's verbal instructions: “Stand up. Sit down. Touch your nose. Take a red pencil. Give it to Anna”. Thus, kinesthetic memory (bodily memorization) is activated before cognitive awareness of the language material. Only after a few lessons, when students have formed a stable response to commands, are they allowed to move on to the verbal phase – first at the level of individual lexemes, and then at the level of whole phrases.

In contrast to the previous method, suggestopedia, developed by Bulgarian psychotherapist Georgii Lozanov, implements a fundamentally different approach to knowledge acquisition. The learning process takes place in a specially equipped room with dim lighting and ergonomic chairs, accompanied by slow classical music. At the beginning of the course, each student chooses a pseudonym (an English, French, or Spanish name, depending on the language being studied) and briefly presents a fictional biography. The teacher recites the text in a foreign language, synchronizing the rhythm of speech with the musical accompaniment. Students are in a relaxed

state, without exerting any willpower to memorize; their consciousness is open to peripheral perception of information. In one session, they master an amount of material equivalent to several days of study using traditional methods.

The Miller Method is based on a fundamental observation about how memory works: human memory is more efficient when dealing with meaningful groups of items (chunking) rather than isolated items. According to this principle, students who study using this method do not learn the lexical units “make,” “decision,” “take,” “photo,” “do,” and “homework” separately. Instead, they learn whole language blocks collocations: “make a decision,” “take a photo,” “do homework.” Later, when they find themselves in a situation of authentic communication, they are not forced to construct statements from separate discrete elements (“bricks”); they activate ready-made speech constructions from their long-term memory. This cognitive mechanism significantly increases the speed of speech production and helps reduce grammatical and lexical errors.

Mnemonics offers a cognitive mechanism aimed at facilitating the memorization process. A student who needs to learn the lexical unit “unicorn” creates an image in their mind of a fairy-tale unicorn grazing in a green meadow, with a horn shining in the sun and butterflies flying around. The brighter, more emotionally saturated, and more detailed the image is, the stronger the associative connection between the foreign word and its semantic meaning. In the process of teaching a foreign language in higher education, students are required to have a precise knowledge of terminology in both the foreign and native languages. In addition, the translation of foreign lexical units and knowledge of their equivalents is a prerequisite for their effective memorization. The assimilation of systemic linguistic phenomena occurs mainly on an intuitive level. Unlike traditional methods, within the communicative approach, which includes mnemonics, grammar is considered only as a tool for the correct construction of phrases and sentences. Vocabulary is not studied in isolation, but exclusively in the context of its practical application.

Among the various methodological tools used by modern teachers, educational games occupy a special place. Interest in gaming technologies in didactics is not accidental – it is determined by a number of important factors. First, the modern educational process requires methods that can optimize learning, increase student motivation, and stimulate their cognitive activity. Second, for foreign language teachers, the priority task is to develop oral communication skills, and games create a natural motivation to communicate.

Observing **game activities** in a foreign language class, one can notice a transformation in the psychological climate in the classroom: stiffness, fear of making mistakes, and self-doubt disappear. Students are absorbed in the process; they forget that they are in class, that they are being evaluated, that they need to speak correctly. They simply play – and learn at the same time. Modern foreign language textbooks, especially English ones, contain a significant number of various exercises, including those for practicing grammatical phenomena in the text, listening and reading tasks, communicative situations for composing monologues and dialogues, as well as written works (personal letters, e-mails, essays). The use of games in practical English language classes, whether online or offline, is an effective way to increase interest in learning and motivate students. They help improve the assimilation of educational material, increase motivation, and aid in the memorization of new vocabulary (including professional terminology) and grammar rules. In addition, gaming activities contribute to the development of communication skills and the formation of confidence in using the language. They create a comfortable and relaxed atmosphere, allowing participants to express themselves more freely in a foreign language and reducing the language barrier. However, as in any field, the use of gaming methods has certain limitations. They cannot completely replace systematic training and structured classes. Games may be too simple or too complex for a particular level of training, so they must be carefully selected, taking into account that in one academic group there may be students with different levels of initial training

and different cognitive abilities to master the material. However, properly organized game sessions can be an effective addition to the learning process.

As noted by V.A. Artemov, V.M. Filatov, and G.V. Yatskovskaya, role-playing games are characterized by four main features:

• free developmental activity, which is initiated solely at the will of the individual and carried out for the sake of satisfaction derived from the process itself (so-called procedural satisfaction);

• the creative, largely improvisational, and highly active nature of this activity (the presence of a "field of creativity");

• emotional elation and emotional tension accompanying the game process;

• the presence of direct or indirect rules that reflect the content of the game and the logical sequence of its course.

In a broad sense, games used for teaching a foreign language can be classified into two types. The first type includes grammatical, lexical, phonetic, and orthographic games that contribute to the formation of speech skills. The assimilation of grammatical material creates the prerequisites for the transition to active speech by students. It is known that training students in the use of grammatical structures, which requires repeated repetition of speech patterns, tires them due to its monotony, and the efforts made do not bring quick satisfaction. The use of games makes such routine work more interesting. Grammar games are logically followed by vocabulary games, which continue to "build" the foundation of language competence.

Phonetic games are used to correct pronunciation at the stage of forming speech skills and abilities. Finally, spelling games, whose main purpose is to learn the spelling of the vocabulary studied, contribute to a certain extent to the formation and development of speech and pronunciation skills. Most games in this group can be used as training exercises at both the initial and subsequent stages of material consolidation. These games have a general name – "Preparatory Games". Phonetic games help overcome one of the most difficult barriers in language learning – mastering a foreign sound system. They help improve pronunciation and distinguish

subtle nuances in English, which is an important aspect of achieving a higher level of speaking and comprehension. In the game “Who Knows the Symbols for the Sounds?” the teacher pronounces a sound, and the students raise a card with the corresponding transcription symbol. Those who make a mistake are eliminated; the participant who remains until the end is declared the winner. In the game “Guess What?” students listen to a series of words, such as “nice,” “island,” and “write,” and have to identify the sound that unites them. Tongue twisters turn into a fun competition: who can say “Lily likes lovely lilies and Layla likes lovely camomiles” faster and more clearly? This trains the articulatory apparatus, improves pronunciation, and students, laughing at their own mistakes, stop being afraid of them.

Grammar games turn the process of memorizing rules into an exciting intellectual competition. The game “Transformation” offers to change sentences according to the task: add a word, change the ending, rearrange the words. For example, the sentence “I am reading a book” is transformed into “Am I reading a book?”. The game “Questions and Answers” trains the ability to ask questions: the board says “My favorite season is winter/spring/summer/autumn.” Students take turns asking questions, trying to guess which season the teacher has in mind: “Do you like cold weather?”, “Do you swim in the sea?”, “When farmers plan next season?”; which crop the teacher has in mind: “Do you use it for making bread?”, “Is fabrics made of this?”, “Is it used to cook rolls?”; which tool or equipment the teacher has in mind: “Do you use it for sowing?”, “What do farmers apply for having a good yield?”, “What and where do you use it to alarm pests birds?”.

The modern educational reality cannot be understood without taking into account the decisive role of digital technologies. Distance learning, which until recently was perceived exclusively as an auxiliary or alternative form of education, has now become a full-fledged and integral component of the entire educational system, which naturally requires teachers to thoroughly review established teaching methods and actively seek innovative techniques and forms of organizing educational work. The digital format for presenting educational data requires that it be converted

into a form that is acceptable for effective processing and provides rapid access using computer technology, telecommunications, and Internet network services. Summarizing the approaches of various scholars, we understand digital learning technology to mean the technology of the educational process, which is based on the presentation 5 of educational content and the results of educational activities in digital form, accompanied by a paradigm shift in communicative interaction by providing opportunities for spatially distributed or simultaneous spatial and temporal collaboration between participants in the educational process. Thus, digital 5 education is an educational system that functions primarily through electronic transactions implemented through the use of Internet resources and various online services. Current information technologies offer virtually unlimited possibilities for processing, storing, and, most importantly for distance learning methods, providing any data, in any volume and at any distance, with minimal time expenditure. In such conditions, the key issue determining the effectiveness of the educational process remains the conscious and methodologically sound choice of appropriate methods and techniques by the teacher, as well as the level of development of their organizational skills. This refers to a complex set of factors: the selection of educational material intended for students to learn, optimal teaching methods in a digital environment, the technical means used and their potential capabilities, as well as a carefully thought-out overall structure for organizing the educational process as a whole.

The use of online communication platforms for organizing learning (such as Moodle) is directly related to ensuring access to a high-quality and quantitatively significant set of educational resources that become relevant for systematic 44 use in the educational process thanks to the functioning of distributed automated databases and knowledge banks, as well as computing resources offered and supported by modern computer networks, in particular the global Internet and other communication networks. Crisis situations of various kinds (epidemiological, social, or man-made) are becoming a powerful driving force for the active introduction and use of distance learning technologies. Thus, based on empirical observations, it can be argued that

when a scientific and pedagogical worker begins to use information and communication technologies for distance learning, even if only occasionally, over time and with the accumulation of experience, this teacher gradually moves to the implementation of these technologies in the educational process on a permanent, systematic basis. In addition, it should be noted that the practical experience gained in using information and communication technologies for distance learning as a far-reaching tool for providing educational services has undeniable practical benefits for the entire education system as a whole, contributing to its modernization and increased flexibility. Holding a video conference in Zoom or Google Meet is not just a transformation of a traditional lecture into a screen-based communication format. It is the formation of a fundamentally new communication environment that functions according to its own specific laws and requires appropriate interaction skills. In such an environment, the teacher no longer stands at the blackboard in the classroom – they show their own screen, which displays interactive exercises created, for example, in the LearningApps service. Students do not communicate by raising their hands in the traditional way – they record their answers in a text chat or post them on a shared online board such as Padlet. They do not bring printed photos or illustrative materials to class – they collectively create a joint presentation in Google Slides, working on it in real time simultaneously from different parts of the country or even the world. Thus, learning with the help of digital communication resources enables the effective implementation of various creative, general educational, and scientific projects, regardless of the number of participants and their geographical location.

Adapting traditional teaching methods to an online format opens up entirely new didactic possibilities. The communicative method is successfully implemented through the organization of international teleconferences, during which students from Ukraine have the opportunity to communicate directly with native speakers from the United Kingdom, Canada, and Australia. The natural teaching method gains an inexhaustible source of authentic language material: YouTube channels, podcasts, feature films and documentaries in their original language, news sites, blogs – all of

this becomes available to students at any convenient time and in any place. The audio-lingual method finds its logical continuation in numerous mobile applications: Duolingo, Babbel, and Lingualeo offer thousands of interactive exercises aimed at repeated repetition and automation of speech structures. [26, p.76-91]

The digitization of higher education (sometimes referred to as digitalization) is a process that focuses primarily on supporting the modern trend in education known as lifelong learning, and also creates favorable conditions for the individualization of the educational trajectory of the applicant based on the introduction of innovative technologies [27, p.63–69]. There is no single interpretation of this term in scientific literature today. Digitalization is seen as a way to manipulate data using digital devices; as the computerization of systems and various types of activities to improve them and make them widely accessible; as the widespread use of digital technologies, including the Internet, email, video communications, and other means.

Thus, we consider the Internet and mobile communication applications to be key technologies for digitalization, as they allow teachers to organize productive online dialogue between different parties involved in the educational process, regardless of their previous language training level; the decisive factor here is the ability to use communication programs and applications. Multimedia tools significantly change the ideology of thinking of both teachers and students. At the heart of the traditional education system is the language specialist, the teacher. The teacher is the driving force in the classroom – they impart new information, monitor and evaluate, while students, for the most part, passively absorb this information, with the most active among them competing with each other for better grades and the teacher's 40 favor. Over the last decade (since the beginning of the COVID-19 pandemic), the process of digitization of educational activities during crisis situations of various kinds has been observed as an established evolutionary trend in the development of higher education in Ukraine. To a greater extent, this has been and continues to be the case for teaching foreign languages to non-language majors, for example, in agricultural higher education institutions. The process of digitalization

has led to major changes in teaching methods and technologies. Teachers are forced to “adapt” both to conducting familiar offline classes and to previously atypical online lectures, practical classes, and seminars. Information and communication technologies have become a source of stable fundamental support for professionals working in the field of education. In these circumstances, the digital literacy of all participants in the learning process is an extremely important component of the transformation process. In other words, all parties involved in distance learning need to be able to navigate current trends in the development of information and communication technologies, work with them competently and critically, and all this will contribute to effective interaction and take into account the needs of participants in the educational process.

In other words, it is necessary to use information and communication technologies correctly and combine them successfully, which will improve cooperation between all subjects of educational activity and have a positive impact on the educational process as a whole. It is important to use existing programs such as Mondly (for deeper mastery and training of everyday vocabulary), Simpler (convenient listening and grammar training), ELSA (correct pronunciation), LingQ (combines text and audio learning formats with an element of competition, as points areawarded for each correct answer and compared with virtual competitors), Duolingo (uses interactive tasks where you need to insert the missing word, translate a sentence, repeat a phrase correctly, or complete the task on time) , Cake (visual cards and games, offers users to learn new words and phrases by interacting with images, audio or video recordings), Quizlet (teachers can create their own sets of cards for learning and reviewing vocabulary, various learning modes are available, such as testing and association games, to activate memory and acquire new vocabulary), BBC Learning English (audio and video lessons that can be downloaded for further study without a constant internet connection, covering various everyday topics and levels of difficulty).

The most promising direction for organizing foreign language teaching in nonlinguistic higher education institutions is blended learning technology. In modern pedagogical science, blended learning is understood as a combination of traditional and online learning [28, p. 99-100]; a combination of various means in the e-learning system; a teaching system that integrates the most effective aspects of classroom and distance learning; and the integration of face-to-face learning and interactive educational technologies. Blended learning involves an optimal combination of traditional foreign language teaching and online learning, with direct communication between teachers and students remaining a prerequisite for the effectiveness of the educational process. It should be noted that when using this technology, the role of the teacher changes significantly, as they become a coordinator of the educational process, an organizer of cognitive activities, and a consultant for students. This type of learning enables the optimization of the educational process and the effective organization of independent work by students through the targeted use of modern digital technologies. One of the areas of application of information computer technologies in foreign language teaching practice is educational computer programs, which are software tools with specific subject content, designed to solve specific pedagogical tasks in the process of direct interaction with students [29, p. 85-88].

Within the distance learning format, synchronous (video conferences, webinars, online lessons conducted in real time) and asynchronous (forums, e-mail, shared documents for collaborative work) forms of educational activity are of particular importance. Students receive learning tasks in the learning management system (Moodle, Google Classroom), complete them at a convenient time, and then receive feedback from the teacher and have the opportunity to participate in thematic discussions on the forum. The flexibility and accessibility provided by distance learning transform it from a temporary alternative into an integral component of the modern educational paradigm.

Conclusions. Thus, we can conclude that traditional teaching methods provided by the basic English program are focused mainly on memorizing language

material within certain thematic blocks. These methods do not always provide the expected results, since they do not sufficiently stimulate students to actively express their own thoughts in English. Modern foreign language teaching methods represent a complex, multifaceted phenomenon that integrates the theoretical and practical achievements of various methodological schools and scientific trends. An analysis of modern approaches shows that none of the methods considered can claim to be universal or absolutely perfect in solving the entire range of educational tasks. Each method has both strengths and certain limitations that determine the area in which it is most effective. In particular, the grammar-translation method is an indispensable tool for indepth analytical mastery of the language system; the communicative method is most productive for the formation and development of real foreign language communication skills; game technologies are an effective means of increasing learning motivation; and distance learning forms ensure the expansion of access to philological education. The professional skill of a modern foreign language teacher lies not in dogmatically following the postulates of a single method, but in the ability to flexibly combine different approaches in a pedagogically appropriate and situationally determined manner. For example, the grammar-translation method is chosen in cases where students are faced with the task of understanding complex grammatical structures. The communicative approach is used when the priority is to teach students to express their thoughts freely. Game-based methods are implemented to relieve audience fatigue and stimulate learning activity, while distance learning technologies are introduced when it is impossible for students to be physically present. The implementation of such a multi-method strategy enables not only the effective formation of language and communicative competences, but also contributes to the holistic development of a person capable of self-education, critical thinking and productive intercultural interaction. In the context of globalization, characterized by the transparency of borders and the intensification of international communication, mastery of foreign languages ceases to be a purely academic skill, transforming into a vitally necessary competence and a powerful tool for professional

and personal self-realization. Therefore, it is precisely on the level of methodological competence of the teacher that it depends on how effective and convenient a tool of cognition and communication the language will become for the student. One of the most common interactive techniques aimed at mastering professional terminology (after the traditional translation method of semantization and memorization) is the group discussion method. Effective teaching of foreign language students involves their active involvement in the process of multilateral communication by modeling various situations that simulate real professionally-oriented communication. The achievement of this goal is facilitated by the systematic introduction of interactive teaching methods into the educational process. In linguistic didactics, the following stages of organizing and conducting an educational discussion are distinguished: 1) Independent nomination by students of problems relevant to them; in the process of further group discussion, they are ranked by the degree of importance and significance, as a result of which the most “acute” problem is identified for in-depth study in small groups. 2) The teacher provides the study group with the necessary theoretical and reference material (key concepts, principles, factual data, different views on the problem), as well as a list of scientific literature, reference books, lexicographic sources. 3) The identified problem becomes the subject of independent study, analysis and discussion in each small group. 4) Sequential presentation by each group of the results of its work (generalized facts, examples, formulated point of view, reasoned position) before the entire academic group. 5) Conducting a general discussion, which involves analyzing the presented positions, determining the most promising of them, mutual complementation and enrichment of different points of view, expanding the participants' ideas, correcting attitudes and behavior models, transforming attitudes towards themselves, other participants and the surrounding reality. 6) The final stage involves conducting a reflective survey, during which group members must express judgments about the effectiveness of the discussion and evaluate their own role in discussing the problem. Interactive teaching methods based on the principles of polyphony, dialogical interaction, and cooperation contribute not

only to the individualization of learning but also to the holistic development of the student's personality. The leading idea behind interactive technologies is to stimulate the development of critical thinking as a special type of constructive intellectual activity that involves the ability to analyze information, formulate reasoned judgments, make decisions, and reflect on one's own cognitive activity.

Prospects for further research. Further research is planned to study the features of the process of learning English in agricultural higher education institutions by means and the feasibility of using classical and digital technologies at different stages of learning. In other case, situation with the lack of direct oral contact will stay constant and makes it difficult to establish rapport between the teacher and students, which reduces motivation. The lack of direct two-way interaction inherent in asynchronous tools contradicts the very nature of language as a means of communication. However, provided that interaction is properly organized, distance technologies can ensure the effectiveness of foreign language learning. Therefore, distance learning programs must implement strategies that stimulate dialogue with the teacher and support student autonomy.

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Section 2

“Professional, interpersonal and intercultural communication”

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UDC: 378.048.2

FUNDAMENTAL MEANINGS, INTENTS AND VALUES IN PROFESSIONAL COMMUNICATION OF A SPECIALIST

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***Abstract**: The paper analyzes fundamental meanings, intents and values in professional communication of a specialist. These aspects are the basis for effective human interaction in the professional environment and society. The research material is structured into 4 large blocks covering the variety of moral, ethical, interpersonal and professional manifestations of oneself as a specialist in a team.*

The paper analyses moral principles of people communication in professional communication. It emphasizes the necessity of cope with achieving agreement, understanding, avoiding misunderstandings; investigates means of establishing harmony and trust, transparency and positivity in the team; describes techniques for expressing kindness, support and respect for colleagues; stimulate willingness to listen, reflect, and comprehend the difficulties of team members.

Morality in professional communication determines moral and ethical norms of professional communication: feelings, attitudes, assessments. It upbrings gratitude for work, satisfaction with results, and ability to appreciate achievements. The paper states importance of showing conscience, conscientiousness, responsibility to colleagues in professional communication. It investigates ethics, morality, truth, helping people in professional communication; sense of duty, obligation, and responsibility to colleagues.

The good tones in interpersonal communication in the professional environment aim at establishing a friendly atmosphere during professional communication; establishing transparent, unambiguous, honest, and sincere professional communication. It demands effectiveness in interaction; help and gratitude for service; willingness to give and receive support.

Linguistic and speech characteristics of professional communication are revealed through the use of professional terminology and specialized vocabulary in professional communication; mastering techniques of conducting a conversation, dialogue, debate, negotiation, and reaching an agreement, public speaking, report, presentation, webinar in professional communication.

***Keywords**: fundamental meanings, intents, values, moral principles, ethical principles, professional communication, training students.*

Introduction. Until recently, science perceived communication in a professional environment only as a tool for transmitting data. However, professional communication is based on much deeper layer, which is fundamental meanings and value orientations. Success in any profession today depends on technical skills, on the ability to fill professional communication.

Understanding the fundamental meanings, contents, thoughts and values behind the screen of work contacts, conversations and messages allows a specialist to go beyond formalities and create a space of trust and understanding. In an era of rapid transformations and ethical challenges, professional communication could be recomprehanded. It can't be considered a technical process, but is seen as a reflection of the specialist's value system. Professional communication is also determined by the specialist's ethical face.

It's important to understand how a person's internal beliefs help building a constructive dialogue and forming a professional reputation; what value components make professional communication truly effective; why is it important to see deep meanings behind words; what fundamental thoughts should accompany a modern specialist; we will consider techniques for introducing fundamental meanings into professional communication and activity, and mechanisms for demonstrating deep meanings in a professional environment.

Research problem. In Ukraine there are no publications on application of universal fundamental meanings, contents, and values in the specialist's professional communication. Despite the significant number of works, modern science lacks a single holistic understanding of correlation of fundamental meanings, values, senses and pragmatic goals in professional communication. It is often formalized and suffers the loss of its value component. The researchers unexplored transformations of the meanings, contents, and values in professional communication in the face of modern challenges. The scientific discourse on professional communication is fragmentated: ethical norms are considered separately, communicative techniques are

considered separately, but there is a lack of a comprehensive analysis that would unite the semantic, content and value dimensions into a single system.

There is a contradiction between substantiation of professional values and the lack of effective mechanisms for their implementation in the real communicative practice of specialists.

Professional communication is a form of joint activity, where language is a tool for achieving common professional goals. Fundamental meanings, content and values in professional communication are not just etiquette, universal human values and rules. This is a real operational communicative system that makes the cooperation of specialists creative, effective and constructive. In building communicative interaction, specialists need ethics, trust, reliability, professional competence, mutual respect, subjectivity, responsibility, constructiveness, effectiveness, confidentiality, etc.

Relevance of the study. In line with modern research, scientists carried out an analysis of the means of communication, communicative acts, communicative channels, types of interaction, conflicts in communication, business negotiations. The humanistic understanding of communication contributed to the problems of professional and business communication. This phenomenon was identified and formalized as a scientific category. The types, forms, styles, and the characteristics of communication were described. The transition occurred from a subject who prefers monologue to a subject who strives for dialogue in communication and interaction with other people. A significant breakthrough occurred in the study of problems of professional ethics and axiology in communication. The authors investigated connotations of the transmitted messages with various internal and external meanings. They studied the ways of transmitting deep meanings, concepts, and values during the interaction of specialists in the work environment.

The research is important because of necessity of study the individual's development, his participation in team, communication with society, communication with professionals, activation of cognitive activity.

Personal characteristics are reflected in the processes of communication in the same way as communication itself enriches and changes a person. The culture of communication, its semantics and axiology in modern society is connected to its spiritual and material needs. Thus, ethics, trust, reliability, professional competence, mutual respect, subjectivity, responsibility, constructiveness, efficiency, confidentiality and many other personal characteristics are necessary for the study of modern business communication.

Analysis of publications. Analysis of modern scientific publications shows that the fundamental meanings, content and values in the professional communication of a specialist were not the obbject of a comprehensive study by scientists in Ukraine, but were considered by individual authors in a separate focus through the prism of semantic and psychological approaches. Fundamental meanings, content and values always accompany the basic needs of professional interaction, which is usually aimed the achievement of results and obtaining benefits. In professional communication, it is important to achieve agreement and understanding, simplify misunderstandings, establish trust, express kindness, support and respect for people, develop ability to listen, think, comprehend, negotiate, agree etc. These characteristics determine the individual's professional development and increase the quality of professional interactions [15; 18]. The publications highlight values regulating and improving the specialist's interaction, creating moral and ethical principles of professional communication [6; 8]. It is possible to deepen the analysis and consider such moral and value meanings of communication as: the desire for good, the benefit for all participants; gratitude, satisfaction, appreciation of results and services; conscience, good faith, truthfulness in communication; ethics, morality, helping people; duty, obligation, responsibility to colleagues and the team. The concepts of professional values are also updated [15; 17]. We insist on studying the following attitudes: orientation towards the success of activities, towards achieving results, using expertise, ensuring expertise, gaining experience, exchanging experience, developing joint experience, etc. Meanings of words, terms ans professionalisms, contents of

messages, acts of communication, their purposes, expediency, functions are semantic components of professional communication. They refer to informativeness of communication, pragmatism of messages, expertise of knowledge, cognitive load, generation of meaning in communication [11]. We can talk about achieving understanding in a professional context, solving specific production tasks, objectivity, argumentation and demonstrativeness of the message, introducing professional meanings, creating professional values, influencing behavior and activity. The importance of the culture of interpersonal communication is emphasized. Researchers consider is as a component of professional competence [14; 15]. The relevant concepts are establishing a friendly atmosphere; establishing transparent, unambiguous, honest, sincere communication; communication with colleagues, partners and clients; requesting help and gratitude for the service; providing and receiving support, etc. Important aspects of speech activity are highlighted [11; 18]: using professional terminology, special vocabulary; ability and skills to speak professionally; professional etiquette and its verbal expressions; conversation, dialogue, debates, negotiations, reaching an agreement; public speeches, presentations, reports, webinars, etc. Interpreting communication as a process of data transmission is outdated now. Today the concept has acquired a number of connotations related to meanings, content, structure, values, means, methods, pragmatics, culture, ethics, psychology, etc. Communication is a value-oriented speech activity filled with professional meanings. The success of a specialist depends on the ability to integrate his own moral attitudes with professional standards of activity and ethical norms.

The aim of the study is to consider the fundamental meanings, intents and values in the professional communication of a specialist. To form and develop competencies allowing carrying out professional activities relying on the basic principles and norms of universal and professional morality.

Research objectives.

1) to research the essence of professional communication in a business environment;

2) to analyze the fundamental meanings, intentions and values in the professional communication;

3) to investigate the semantic, moral and ethical principles of professional communication;

4) to reveal the psychological principles of professional communication;

5) to study aspects of interpersonal communication in a professional environment;

6) to develop tips for implementing the language models in professional communication.

Scientific novelty. New aspects of the study are fundamental meanings, intents and values in the specialist's professional communication. This reveales specifics of the individual's consciousness in its various deep manifestations – semantic, cognitive, axiological. An important aspect is the systematization of moral meanings, intents, contents and values in the structure of personal professional competence during professional communication. They provide not just effective, but highly moral communication in the professional environment. In addition, recommendations have been developed to improve professional communication by introducing moral and ethical norms into the practice of business interaction.

Research material. The main fundamental values in professional communication of a specialist are, first of all, trust and reliability. Communication is aimed at creating a predictable environment where the specialist's word has weight, and agreements are fulfilled. The content of the conversation always revolves around expertise and experience. The main goal is to transfer accurate, useful and verified information to solve current and new tasks. Mutual respect and subjectivity are important in professional communication. This implies both respect for the specialist's knowledge and experience, his skills and time, and the expectation of respect for one's own professional competence. This is also independent conduct of professional activities, responsibility for decision-making, self-development and the effectiveness of one's own work. A fundamental value in the process of transferring meanings is responsibility. Each message has consequences. It's important to

consider affection the overall outcome of the conversation. Effectiveness in professional communication leads to decision-making, search for solutions and summing up. Transfer of professional values involves the construction of positive and effective stages (both key and intermediate) and the finale of interaction. The value lies in transforming searches into inventions, conflicts into discussions, and proposals into programs. Ethics in communication plays a large external and organizing role. Specialists need to adhere to universal cultural customs and moral norms of a professional community. Confidentiality is no less important, since the preservation of professional secrets, production details and financial information often determines the outcome of the entire case. Professional communication is a tool for the professional growth of experts.

1. Moral level of communication.

Moral norms and principles are certain requirements and prohibitions that regulate the activities, behavior of people, their interaction and communication. Universal human values are moral norms and principles inherent to people and cultures, such as life, freedom, dignity, justice, peace, love, and respect for others. They form the basis of humane society and promote harmony, including qualities such as conscience, honor, compassion, mercy, solidarity, and mutual assistance.

Universal human values, which underlie universal human morality, are not something permanent, unchanging. They are filled with new meaning; they can have a different level of significance. However, such virtues as truthfulness, empathy, courtesy, support for others, especially the weak and the young, respect for elders in age and status, etc. have been highly valued. Deceit, brutality, dishonesty, cruelty, indifference to others, aggressiveness, and intolerance were condemned.

1.1. Moral norms of people communication.

As a process of meaning-generation by individuals in their interaction, communication determines the quality of data-exchange and its final consequences. In communication, positions are revealed either in the form of awareness, mutual

respect, mutual understanding, or as the destruction of one another. The principle of any communication is the cultivation of goodness.

If we speak about the basic principles of moral communication, then they are determined by personal necessity in interaction with conscious choice of morally defined approaches to the process of communication. Norms of moral communication should include the attitude to compliance and concord. The attitude to compliance and concord is not inherent in human nature, but is determined with rational will.

It's important to to perceive another person as the goal of communication. To yield to others, to subordinate one's own need to the need of another person is crucial according to high moral principles. Only by defining oneself as a goal the person consciously becomes a means to satisfy a specific need of another person.

Highly effective and positive relationship is expressed by friendly communication. A person realizes his social essence, subordinating his instinctive nature to the laws of a rationally constructed logic of communication. Reasonable regulation is objectively conditioned by the interests of the subject who initiates communication. It's necessary to develop awareness of the imperfection of one's own sensual nature. It allows one to oppose the selfish will to the rational will based on the principles of benevolence and justice.

Meanwhile, the logic of a reasonable choice of relationship is a fair assessment of the quality of another person. We not only increase the field of goodness, but also create real grounds for moral self-improvement. The real bearer of moral virtues is related to us in the activity of communication. Then grounds are created, based on his moral experience, to deepen his own moral personality.

The so-called logical procedures allow us to translate the instinct of self-defense into a reasonably defined way of "self-defense", the protection of one's own person from one's own egoism. Since protective means for a person are his human virtues: reason, will, justice, etc., nurturing them in oneself gives a person dignity. Even if the environment harms the goodness of a person, he is protected from within:

human virtues nourish his spiritual structures, manifesting themselves in the inviolability of the spirit, a sense of self-respect.

Along with the essential defined characteristics of moral communication, which are based on the internal principles of truth, respect, compassion and justice, it is advisable to highlight the virtues of communication, of an external nature. The external design of communication, which is characterized by sincerity, friendliness, openness, politeness, benevolence, willingness to help, refinement of manners and politeness, is in itself a virtue. Such moral principles of building interaction emphasize achieving harmony, unity and agreement in views and thoughts. Usually they provide understanding that each of the parties shows sincerity, friendliness, openness, etc. These touch the sphere of human feelings.

Communication, while preserving the essential way and nature of creating society, is based on both sensual impulses of people and their conscious needs. Common sense, which dictates harmonious behavior against passions, chooses the paths of creating harmony, respect, mutual understanding, recognition and justice.

To be friendly towards another means to organize one's own mental structures for interaction. To maintain politeness, courtesy, even when communication does not develop in the desired direction, means to maintain hope for understanding.

When friendly communication has not become established as the norm of human interaction, it reveals that productive and positive relationships are not a given. They are establishing the humanity of communication. Communication is a reciprocal movement towards mutual understanding, which is achieved by patiently and correctly entering each other's spiritual world. Patience is especially necessary in a situation of fundamental divergence of positions. A moral position will be one that helps a person overcome misconceptions, and therefore helps them avoid mistakes in life choices.

1.2. Achieving agreement, understanding, avoiding misunderstandings.

Achieving agreement and mutual understanding in the working environment is not just absence of conflicts, but also ability to quickly find a "common

denominator". Unity and avoidance of misunderstandings channel professional activity well and contribute to faster achievement of results.

Pursuit of mutual respect and unity must be saved even when communication has a clear practical direction, which is business communication. The parties of interaction are focused on the final practical result. Therefore, business relations both begin and develop positively when the parties demonstrate harmony.

People with certain powers participate in business communication. This determines its peculiarities. Within these powers, they realize the mission of the company, carry out the orders of organizations, protect their business interests. The goal of business communication is to arouse in partners a mutual desire to act in a certain way. Empathy plays a fundamental role. By putting yourself in the shoes of another person, before reacting, you can avoid many unnecessary confrontations and improve the quality of relationships.

Sometimes we overcomplicate situations, giving meaning to things that don't really have it. If something is bothering you, it's best to ask clear questions to clarify your doubts and take appropriate action. In professional relationships, it's helpful to express your concerns directly, leaving no room for ambiguity. This includes setting clear expectations at the beginning of any conversation or project to avoid future misunderstandings.

It's necessary to develop conflict resolution skills. One of the great skills in reaching an agreement is learning to value and respect the perspectives of others. Acknowledging opposing viewpoints demonstrates empathy and respect. When both parties can express what they think without feeling judged is important. Openness and a willingness to listen are essential to resolving any misunderstandings constructively. Almost any problem can be solved, when we approach this open-mindedly and positively. To strengthen this skill, you can practice active listening with full attention, without interrupting, repeating notions, paraphrasing, and asking for confirmation. Here are the main techniques helping structuring this process:

1. ***Active listening and validation***. You need to listen to the message carefully and highlight the values and the meanings.

2. ***Paraphrase***. Start your answer with the phrase: “If I understood you correctly, you mean...”. This removes 50% of information distortions.

3. ***Verbalizing feelings***. In tense conversations you can say: “I see this question’s causing concern”, “I am also worried about being misunderstood, so let’s go”. This reduces emotions.

4. ***Empathy***. Sympathize, feel the interlocutor’s attitude to risks, losses, problems. Share concerns and lead to confidence in positive results.

5. ***Techniques for achieving agreement***. Communicate within the limits where you have a fundamental unity of positions.

6. ***Three YES Method***. Start with discussing statements your colleague will definitely agree with. This creates inertia of agreement before moving on to complex issues, especially if you feel the difference in positions.

7. ***Finding a common goal***. Remind yourself of a common result (“why we are doing that”) instead of arguing about methods (“how to do it”).

8. ***I-Messages***. Instead of “You were unclear”, say “I’m having trouble understanding this point, could we elaborate on it?”

9. ***Simplifying and overcoming misunderstandings***. Listen, analyze, ask questions, and ask specific questions.

10. ***Defusing accusations***. Asking follow-up questions or explaining your own difficulties in understanding changes the tone of the conversation.

11. ***Visualizing***. If the discussion is getting stuck, move it to the monitor, display, shared document or the board. Visual aids are often clearer than words.

12. ***Follow-up***. After the meeting, record key agreements in writing. This makes it impossible to say “I didn’t say that”.

13. ***Dealing with resistance***. “Yes, and…” method (instead of “Yes, but”): When you say “but”, you are crossing out the other person’s words. “And” adds your point to the bigger picture without devaluing the other party.

14. ***Clarifying questions***. Instead of criticism, ask: “How do you see the implementation of this stage with our budget?” This forces the person to see possible gaps for themselves.

So, the optimal purpose of business communication is to prevent conflicts and achieve the goal that necessitated the communication. Friendly and business communication should be based on respect, justice, and openness.

Adopting these strategies can significantly improve our dealing with misunderstandings and strengthen our emotional connections. There is always room to improve our communication skills and achieve healthier ones.

1.3. Means of establishing harmony and trust, transparency and positivity in the team.

The ability to bypass barriers, tension, disagreement, ambiguity, negativity, misinformation, deliberate distortion of information, the ability to make adjustments in further communication are very important in communication. It’s crucial for a specialist to be able to predict, foresee the emergence of possible barriers, and build tactics to prevent them. The use of techniques of transparency, openness, mutual understanding, their search, selection and change is a manifestation of morality in the professional environment, evidence of the morality of a person and a specialist.

Harmonious and trusting atmosphere is created in the team with tools based on predictability and mutual respect:

1. ***Transparency and information***. A single information field: regular short meetings (daily/weekly syncs), where everyone understands common goals and their contribution.

2. ***Openness of processes***. Using the demonstration of intermediate results, task managers, where the status of tasks is visible, which removes unnecessary questions and suspicions.

3. ***Building trust***. Feedback culture provides constructive criticism face to face. It recognizes successes publicly and accepts feedback regularly, not just during the crisis.

4. ***The right to make a mistake***. There shouldn't be toxic blame-finding. It's paramount to analyze the causes and jointly find solutions.

5. ***Positivity and harmony***. It's prime to use empathetic listening or active listening techniques. One should not just hear a colleague, but also try to understand his context and concerns.

6. ***Informal communication***. Arrange joint coffee breaks or short "ice-breakers" at the beginning of meetings. They distract from professional functions and help to see personalities.

7. ***Ethics and boundaries***. Adherence to agreements is the foundation of professional trust. There is no often necessity to restraint and coerce with the right protocol. But everything should be coordinated with boundaries.

8. ***Refusal of gossip***. Establishing an internal rule to avoid discussing people in their absence, to resolve conflicts directly with those they concern.

To establish and maintain harmony and trust, transparency and positivity in the team, it is necessary to ensure: • creation of a favorable psychological and moral atmosphere; • principledness and objectivity in relation to people; • interest, attention and respect for people; • friendliness and kindness; • possession of methods of constructive criticism; • attentive listening to another; • mastery of methods of logical expression, argumentation and persuasion; • elimination of judgments and assessments that could degrade the honor and dignity of a person.

The desire for harmonization, mutual understanding, and trust is a psychological problem and an ethical one. Deep feelings of the participants in professional communication need to be brought to the surface and legitimized by an external atmosphere that is supported by certain company or community rules.

1.4. Techniques for expressing kindness, support and respect for colleagues.

A specific manifestation of a disposition to agree is kindness. Given the unconditionality of the principle of kindness as a prerequisite in relationships, two manifestations of kindness should be distinguished: kindness directly from inclination (from a feeling of love) and kindness indirectly (from a sense of duty and justice).

In a professional environment, kindness and respect are not only politeness, but also a productivity tool. Here are the main techniques:

1. ***Active and empathetic listening***. Take the time to listen to your colleague.

2. ***The "Pause" technique***: Don't interrupt, let your colleague finish their thought. A 2-3 second pause after the person has stopped talking shows that you are considering their words.

3. ***Verbal confirmation***: Use phrases like "I see. That's a bright thought", "That's a good point."

4. ***The technique of positive substitution of criticism***. Instead of criticism, offer a suggestion: Instead of "That's a wrong point" say: " That's a good point. And how can we reconcile it to our budget?"

5. ***The technique of positive substitution of accusations***. "I-Messages": Express your observations through your own perception: "It would be easier to finish report if the data came a little earlier", instead of "You are forever holding back the data".

6. ***Recognition and support***. Techniques for recognizing expertise, experience, knowledge, and qualifications in the presence of the team are a convenient tool for maintaining mutual respect.

7. ***Request for expert opinion***: This is the highest form of respect. "You know best on this issue. What is your advice?"

8. ***Public gratitude***: Acknowledge a colleague's contribution in a general meeting or in a work chat ("Thank you [Name] for your help with this difficult client").

9. ***Eye contact***: Maintain gentle eye contact during the conversation.

10. ***Open postures***: Avoid crossing your arms, and turn your body towards the interlocutor.

11. ***Personalisation is important in written culture***: Even in instant messengers, start with a greeting and address by name.

12. ***Respect for time***: Ask "Is it convenient to talk now?" before a call or a difficult question.

13. ***The "Sandwich" technique for feedback***. Start with a good point (colleague's success), add a growth area inside (what needs to be changed), and end with support (confidence in the result and willingness to help).

Communication with a manifestation of affection is dictated by our urgent need for another person. A person's need for another is revealed in love, which becomes his goal, satisfaction and the source of feelings life.

Benevolence is a component of a priori disposition to compliance. It means the elimination of any prejudice and obstacle in communicating. It concords to the principle of justice, which turns our emotional-volitional structures from another person to ourselves.

1.5. Willingness to listen, reflect, and comprehend the difficulties of team members.

Willingness to truly hear and comprehend the difficulties of colleagues is a combination of psychological techniques and an internal attitude to empathy. Listening, reflecting, and realizing the problems of team members is not only a willingness to hear, feel, but also an analysis and understanding the perceived reality, literally "experiencing" the same and reacting that.

Talking to people who are willing to listen, think and comprehend gives us the feeling that they understand us: the conversation is more meaningful, and our interlocutors seem more socially attractive to us.

The basic rule of any communication is to ensure the data exchange, to provide the message is received and understood exactly as intended, typically by being clear, concise, and accurate. It emphasizes active listening, empathy, and adapting to the listener, effectively treating others with the same respect and clarity you would expect in return. At the outset, you need to be specific about what you need to know, to do, and what exact tasks need to be accomplished.

Let's consider the set of communicative mechanisms in team building:

1. ***Active listening techniques***. Focusing on the content, meanings and values of the interlocutor is the practice of shifting focus from hearing words to comprehending explicit and hidden semantics of the message and communication.

2. ***Clarifying questions***. Use various questions: open (“how?”, “how exactly?”, “who?”, “what?”, “where?”, “when?”); closed (“what do you know?”, “yes or no?”, “what is your attitude?”); clarifying (“can you describe?”, “can you repeat?”). So that the colleague can reveal details and show meanings that are important to him. Then the details will be revealed and all the meanings explicated.

3. ***Favorable paraphrase***. Start with the phrase: “If I understood you correctly, some difficulty is in…” This helps to avoid distortions of information.

4. ***Echo technique***. Repeating the last 2–3 key words of the interlocutor. This subconsciously stimulates him to continue the story and build communication.

5. ***Slow listening***. Take your time, listen to your partner, absorb everything he is saying, and don’t mentally prepare a response. Prepare your response only after your colleague has spoken. Speak when you’ve received all the information, understood his intention, and considered your reaction.

6. ***Silence your inner speech***. Thought speeds faster than speech. Internal imagination also plays a role. Therefore, we tend to “autocomplete” sentences with our own guesses and assumptions. To listen effectively, we need to silence all the chatter in our heads and focus our full attention on the person we’re talking to.

7. ***Turn off your fantasies***. It’s necessary to cut off prejudices, fantasies, preconceptions, expectations, memories of your own unsuccessful experiences, and your own ideas about events. It’s better to quiet this internal noise and listen to your partner in the clear ether of your inner silence.

8. ***Attentive listening***. It is necessary to demonstrate attentiveness, take notes, use open gestures. This creates a feeling in the interlocutor that he has been understood.

9. ***Means of comprehension and thoughtfulness***. There are effective methods of structuring thoughts and feelings. In working communication, a person can discursively reflect the current situation, obstacles, difficulties, and tasks. He can

reveal his personal understanding in light of one's knowledge, experience and competence. It is better to structure the flow of consciousness with techniques of understanding and comprehension.

10. ***Empathy***. It's essential to practice empathy, trying to comprehend one's point of view, emotions, and practicing self-awareness. It's connected to noticing the emotions of others without experiencing them yourself. It helps to simply pay attention to one's feelings and strivings and notice changes in your own state after hearing them.

11. ***Pause before answering***. Give yourself 3-5 seconds after the other person finishes speaking. This will show that you weren't just waiting for your turn, but were truly processing what you heard.

12. ***Focus on "Why?", not "What?"***. Try to understand not only the essence of the problem, but also the underlying cause (fear of making a mistake, fatigue, a conflict of values).

13. ***The "Blank Slate" Method***. Discard previous preconceptions about your colleague, your negative or positive attitude, and memories of past mistakes. Listen as if you were meeting the person for the first time.

14. ***Nonverbal Techniques***. There are methods for building rapport through physical expressions: face expression, eye contact, openness, gestures, posture, appropriate clothing, appropriate accessories, etc.

15. ***Visual contact***. Keep a soft gaze, but do not "drill" with your eyes.

16. ***Facial Expression***. A subtle reflection of the other person's emotions (a nod, understanding eyes, a sympathetic expression) signals unity and shared experience.

17. ***Value***: It's best to refrain from hasty advice on how to act in a certain way. It's important to first understand the person's difficulties and only then seek a solution.

18. ***Confidentiality***. The foundation of trust in business is a colleague's confidence that the topic being discussed will not become the subject of gossip.

There are various reasons why our feelings can interfere with professional communication and create obstacles to productive collaboration:

- Feelings in the work environment often become “noise” that distorts information.
- Emotions in the work environment often hamper efficiency. Intense fear, interest, or excessive joy “switches off” the rational part of the brain.
- Cognitive distortion. When emotional, a person stops listening to arguments and begins responding to face expression, eye expression, tone of voice, speed of speech. He doesn’t pay attention to the meaning of message.
- Transference and personal projections. A person can unconsciously transfer feelings they have for someone else to a colleague. This creates bias.
- Fear of evaluation. The fear of appearing incompetent leads people to hide mistakes, gloss over problems, or avoid feedback.
- Emotional contagion. Emotional tension of one of the team members quickly spreads to others. Then the group wastes energy on collectively experiencing stress or anxiety, instead of solving the problems and performing tasks.
- Mixing the personal and the professional. When criticism of an idea is perceived as criticism of one’s personality, communication becomes defensive. Instead of improving the project, the person begins to defend their ego.
- Tunnel vision effect. Under stress, people see only one possible outcome (usually a negative one) and lose capability to consider alternatives and seek for variants and ways.

Thus, we can comprehend the situations, respond to the challenges, analyze the circumstances, if we are willing to listen, reflect, understand the problems of other team members. Then we use active listening techniques, do not think about anything of our own during the conversation, and absorb the deeper meaning and experience of the interlocutor. In the end we gain capability to change ourselves in a positive way.

2. Morality in professional communication.

Morality in professional communication is an internal code of personality that forms the basis of trust, positivity, constructiveness, and responsibility. It manifests itself in key aspects:

1. ***Mutual respect and dignity***. Recognizing the value of every colleague, regardless of his position means avoiding yelling, arrogance, or humiliation.

2. ***Responsibility and honesty***. Admitting one's own mistakes instead of shifting blame to others. This facilitates rapid correction and adaptation.

3. ***Objectivity in criticism***. We discuss the work process, difficulties, and prerequisites, rather than the individual and their inept actions.

4. ***Fairness***. Equal treatment of all team members. The absence of favoritism and bias creates a favorable atmosphere of smooth communication.

5. ***Mutual assistance (solidarity)***. Willingness to share experience or support a colleague in a difficult work situation without expecting immediate benefit.

6. ***Confidentiality and loyalty***. Non-disclosure of professional secrets and refusal to gossip behind one's back. An ethical colleague discusses a problem with someone who can solve it, someone who is involved in the circumstances, and not with those who will simply take note or, even worse, speculate on the topic. A morally responsible person creates an atmosphere of psychological safety in professional interactions, in which each team member can work without fear of being exposed.

2.1. Moral and ethical norms of professional communication: feelings, attitudes, assessments.

Moral and ethical principles of professional communication are consistently based on recognizing the dignity of one's partner. It's primarily important to wish them the very best, as one does for oneself.

Some human activities place high moral demands on those professionally engaged in them. The main characteristic of these professions is the potential for interference in a person's spiritual world, their destiny, and their mental well-being, which gives rise to specific moral conflicts that lead to a shift in the balance of moral demands. To resolve these conflicts it is necessary to raise moral standards, necessitating new types of professional ethics.

Lawyers, doctors, diplomats, teachers, or managers experience professional suitability due to level of education, scope of knowledge, depth of skills, and width of

abilities. Their moral qualities are understood as consistent manifestations of moral consciousness in behavior and actions. Here, the moral "face" occupies a special place, sometimes playing a leading role in solving professional problems.

Pedagogical ethics studies the specifics of pedagogical ethics, substantiates its principles, clarifies the specific application of general moral rules in the field of teaching, and elucidates its functions and the specific content of ethical categories.

Scientist ethics presupposes such moral qualities as scientific integrity, personal decency, and patriotism. Judicial ethics requires honesty, fairness, openness, humanism, and fidelity to the law.

In medical ethics, all norms, principles, and assessments are focused on human health, its improvement, and preservation. Ethics in military service requires strict performance of official duties, courage, discipline, and devotion to the motherland.

The basic rules of moral and ethical professional communication are:

1. ***Techniques for establishing rapport and relieving tension***. Creating a moral foundation in communication with colleagues by recognizing their morality, dignity, honor, needs, and rights frees one from unnecessary stress and saves strength and energy.

2. ***The golden rule of living together in society***. Successful interaction in a community is often determined by strive, when a person treats people the way he would like to be treated.

3. ***Benevolence***. The initial attitude towards positive cooperation.

4. ***Communication climate***. Important feelings, emotions, meanings that we transmit. They should support a person and support the best for achieving a common goal in communication.

5. ***Emotional restraint***. The ability to control irritation or anger in conflict situations is crucial.

6. ***Respectful attitude toward colleagues***. It's prime to purposefully cultivate a positive attitude toward coworkers. Negative feeling inevitably manifests itself at the first opportunity. Therefore, it is essential to develop healthy feelings and emotions toward the professional environment.

7. ***Respect for colleagues***. Recognize the knowledge, experience, and expertise of a coworker. Respect for another person's time and demonstrate punctuality in professional duties.

8. ***Tolerance of others***. Moral manifestations of personality also include tolerance for other points of view, cultural, or religious differences.

9. ***Responsibility***. Keeping one's word and professional honesty.

10. ***Confidentiality***. Maintaining official and personal secrets.

11. ***Assessments and criteria for work results, executive behavior, and cooperation style***. These assessments must be developed, analyzed jointly and applied by agreement in the team.

12. ***Objectivity***. Evaluating work or actions, not a person's personality ("This report has errors" instead of "You are incompetent").

13. ***Fairness***. An equal approach to all team members, regardless of personal sympathies.

14. ***Constructiveness***. Criticism should be aimed at correcting a mistake, not at humiliating someone.

Thus, communication helps to reveal and develop the best in a person. Rapport and benevolence, responsibility and cooperation are essential for creating a positive work environment. Professional interactions are learning and self-education, where people influence each other, developing high personal qualities. Since morality is an extremely important element in expressing human character, human activity itself, in all its diversity and specificity, cannot help but leave its mark on the specifics of moral regulation.

2.1. Benevolence, striving for good, positivity, reliability, and helpfulness to colleagues.

Benevolence is a characteristic or quality manifested in actions and deeds aimed at providing assistance, support, or charitable activity to improve the well-being of colleagues or the team. This may include any assistance, support, dedication of time, effort, use of talents, participation in events, and other forms of selfless work and activity.

The moral principles of benevolence, striving for good, positivity, reliability, and helpfulness to colleagues in professional communication are based on the ideas of humanism, amicability, and social responsibility.

Here are the main ones:

1. ***Benevolence.*** The tendency to do good is manifested in kindness, generosity, and a desire to help others. We fulfill our duty to avoid harm and to actively act for the benefit of colleagues, customers, and society. Often, this may involve offering help without expecting anything in return. Benevolence in communication is the use of kind, sensitive, and respectful language to promote trust, understanding, and psychological safety. It involves active listening, constructive feedback, and sincere, supportive intent, not just being "polite" or avoiding difficult conversations.

2. ***Compassion and kindness***. The ability to see colleagues as people with feelings, not just functions. This is a sincere desire for the success of others, even competitors.

3. ***Constructiveness***. The quality of being helpful, positive, and productive, aiming to improve situations or foster growth rather than causing destruction or negativity. The ability to replace criticism of failures with support in preventing them. It represents a creative capacity to build, develop, or advance ideas, relationships, or projects, to collaborate on solutions that preserve the dignity of others.

4. ***Inclusiveness and respect***. Maintaining respect, recognizing the value of each participant in the process, regardless of their status. This creates an atmosphere where everyone feels important.

5. ***Ethics of mutually beneficial cooperation***. Finding solutions that benefit all parties, which builds trust over the long term.

6. ***Honesty with hope***. Even difficult news is communicated gently, emphasizing the possibility of correction and further development.

Thus, kindness, generosity, charity, volunteering, altruism, helpfulness, harm-preventing, compassion, constructiveness, goodwill, positivity, productivity, selfless support, seeking for benefit of colleagues are expressions of benevolence in

professional communities. They aim to improve situations or foster growth, to replace criticism of failures with support in preventing them, to build, develop, or advance ideas, relationships, or projects. This can manifest itself both at the individual level and at the organizational or societal level of moral and ethical values.

2.2. Gratitude for work, satisfaction with results, ability to appreciate achievements.

In business communication, gratitude and satisfaction with work performed or services received are expressed in sincere and professional phrases. It's important to be precise and specify what exactly you're grateful for, otherwise your gratitude may seem insincere. Speak professionally, avoiding an overly informal style.

Simple and effective short phrases: "Thanks for your support", "Thank you for your help", "I'm grateful", "I value our partnership", "I appreciate your expertise".

Personal yet professional gratitude: "Just thank you. That was important"; "Sincerely grateful. You were a lifesaver!"

Gratitude in formal circumstances: "Let me express my sincere thanks", "I respect your efforts", "Our sincere gratitude for your cooperation", "Respect and gratitude for your support".

Techniques for expressing gratitude for work, satisfaction with results, and appreciation of achievements do not involve reflecting only on brilliant results. These are tools that help stimulate professional activity in work assignments, from small and insignificant results to the highest achievements.

Expressing gratitude is a motivational tool that emphasizes appreciation for work and high evaluation of results, when it's sincere and specific. Just do it professionally and appropriately:

1. ***Be specific***. Instead of general words of gratitude, specify what exactly you're grateful for. For example, "Thank you for quick closing the report" instead of just "Thank you".

2. ***Indicate the result***. If possible, mention what positive result the colleague's help had. For example, "Your contribution allowed us complete the report in time".

3. ***Be sincere***. Use phrases that sound natural to you. A sincere thank you, even a short one, is better than a long, but insincere phrase.

4. ***Use professional vocabulary***. Thank concisely, respectably, honestly. In business communication, it is better to avoid excessive emotionality or overly "sweet" compliments that may seem insincere.

5. ***Express gratitude within the Situation-Behavior-Result paradigm***. Give feedback in professional processes and activities. Explain what you have appreciated. For example, "While preparing yesterday's report", "You showed extraordinary attention to details and errors", "That let us avoid incorrect data".

6. ***Acknowledge the results publicly***. If an achievement is significant, it's worth sharing it publicly. This elevates the employee's status within the team. Mention their colleague's success at a weekly meeting. Write a short thank-you message in a company messenger.

7. ***Strengths-based approach***. Focus not only on the outcome but also on your colleague's personal qualities: "I really appreciate your calm under pressure. Your approach helped the team meet deadlines without panicking".

8. ***Express gratitude by asking for advice***. In such a way you could recognize expertise. Ask someone to share their experience, and then you emphasize its value. For example, "Your work is impressive. Could you give a workshop for the department?"

9. ***Written, personalized notes***. In the world of digital communication, a physical card or a short, personalized email carries a lot of weight. Handwrite: "Thank you for your contribution. Your project was important for us".

Therefore, in professional communication, gratitude for work, satisfaction with results, appreciation of achievements are critically important. You should know how to celebrate victory. It prevents the state of perpetual dissatisfaction.

Cultivating an internal mindset of gratitude for work, satisfaction with results, and appreciation for achievements leads to the ability to:

1. ***Prevent burnout***. Constantly striving for new goals without reinforcing success depletes the dopamine system. Recognition of results motivates the next step.

2. ***Build authority***. In the work environment, building authority is establishing oneself as a trusted colleague, expert, leader through consistent, high-quality work, knowledge sharing, developing deep expertise, demonstrating competence through results. If you undervalue your achievements or don't demonstrate them, others will do the same.

3. ***Motivate your team***. If you're a leader, your ability to genuinely rejoice in results is most important. Motivate people by providing opportunities for growth, by recognizing achievements, by establishing supportive environment. People want to work with those who recognize their contributions.

2.3. Showing conscience, conscientiousness, responsibility to colleagues in professional communication.

Conscience is a category of ethics that characterizes a person's ability to control their own activities and to objectively evaluate their actions.

Conscience is unthinkable without the accumulation of information in the subconscious about noble human behavior, love for others, the desire for mutual assistance, aversion to and intolerance of violence against others, duty to the team and society, intolerance of idleness and wastefulness, respect for elders, and compassion for the weak. Conscience is subordinate to consciousness.

Conscience is an internal controller of one's own activity, a measure of responsibility for one's actions. Conscience is closely related to the word "consciousness", which signifies a sense of awareness of moral responsibility for one's behavior and actions toward oneself and society.

Responsibility to coworkers is manifested in the responsible performance of one's duties, a kind attitude, respect for colleagues, and a willingness to help and support others.

In professional communication, these moral categories are manifested through specific actions and attitudes towards work and colleagues:

Conscience is your internal controller. It manifests itself in the ability to critically evaluate one's own actions without external pressure. A conscientious employee will not allow themselves to perform sloppily, even if management doesn't notice.

Conscientiousness is honesty in admitting mistakes and the inability to take credit for others' accomplishments.

Punctuality, politeness. The internal attitudes of a conscientious employee do not allow violating deadlines, obligations, expectations, etiquette.

Avoiding conflicts and gossip. Preventing tension in professional relationships helps avoid confrontations and ensures a peaceful work environment. A policy of avoiding gossip fosters a disregarding for any impurity in judgments about colleagues.

It's worth emphasizing mutual responsibility to colleagues and the team, which is expressed in the understanding that your work is part of a common business.

Professional responsibility includes the following components: timely completion of duties; supporting colleagues and ensuring their results; performing work at a high level to avoid rework; arriving on time to work, meetings, and appointments; backing up words with actions; mutual support: willingness to support the team in difficult situations.

Personal responsibility and respect in the team include the following manifestations: greeting colleagues, thanking them for their help, offering your own help in return; polite behavior, smiling, and openness to communication; welcoming newcomers and helping them adapt; showing interest in the problems and support of colleagues; avoiding rudeness, insults, and gossip.

Preventing tension in professional relationships helps avoid confrontations. To avoid conflicts, it's important to adapt to the situation; make mutual concessions and compromises; develop cooperation; sense the team's mood; choose a communication style; avoid escalating tension; sacrifice your own interests to maintain the relationship; avoid negative people and conversations; neutralize negativity; avoid confrontation; prevent hostility; avoid making decisions; try to buy time and reduce tension.

Finally, systematically demonstrating conscientiousness, integrity, and responsibility toward colleagues in professional interactions becomes the foundation of trust within the team. If a person acts with integrity, colleagues know they can rely on him.

2.4. Ethics, morality, truth, helping people in professional communication.

Morality is, first and foremost, a specific form of consciousness, a set of principles, rules, and norms of behavior implemented by people. The cradle of human morality is communication. Since in full-fledged communication, a person acts as an independent subject, the problem of moral self-determination between partners is always relevant.

Moral consciousness, which underlies communication, is a reflection of moral practice and moral relationships. It stems from a set of specific norms, moral principles, motives, and value orientations. The latter most often denote the subjective meaning of certain phenomena of reality for a particular individual and society.

Essential in this case is the desire for mutual understanding, openness, empathy, trust, the ability to speak, and the ability to listen. Concepts of professional morality have been refined in certain social spheres of human activity over the centuries. The fundamental concepts were: moral values, moral norms and principles, humanistic attitudes in communication, professional (service) ethics, moral requirements for representatives of professions most involved in the sphere of human relations.

Ethics, morality, truth are the foundation on which any healthy team is built. Here's how they work in practice:

1. Ethics are the rules of the game. Ethics establishes standards of behavior. When every team member follows business etiquette, respects boundaries, obeys, and is polite, this minimizes unnecessary conflicts. People feel safe because they know what to expect from their colleagues.

2. Morality is an internal compass. If ethics are external rules, then morality is a person's inner conviction to do the right thing. It helps them take responsibility for mistakes rather than shift them onto others. Support colleagues in difficult situations, even if it's not specified in their job description. Create an atmosphere of fairness.

3. Truth is a tool for speed, transparency, objectivity, constructive feedback, and realism. In business and professional communication, truth (honesty) is an incredible time-saver, as it builds trust, strengthens relationships, and facilitates rapid problem-solving.

Speed. If you're used to telling the truth, and your colleagues are used to hearing the unvarnished truth, this will help you quickly convey the essence of problems and choose the right solutions.

Transparency. By sharing the truth, all team members see the big picture and the interrelationships of work processes more clearly, significantly facilitating collaboration and saving time.

Objectivity. When colleagues tell the truth, citing facts and evidence instead of assumptions and guesses, this significantly speeds up the entire process.

Constructive feedback. It's better to speak honestly and directly about problems, but use a polite tone. Instead of "You did it wrong", say, "This approach is risky; let's try a different approach".

Realism. Be honest about your time, set realistic deadlines, and avoid making empty promises. This approach eliminates unnecessary expectations, pressure, and demands, and also relieves tension in the work environment.

Trust. If you always tell the truth about the project status or deadlines, management and colleagues trust you. You don't need to waste energy on justifications, evidence, and facts.

Problem resolution. When a team isn't afraid to speak the hard truth, mistakes are corrected early, before they become critical.

Thus, ethics, morality, and truth help people in professional communication. Based on such principles, the team works faster because people focus their energy on the work, on constructive and speedy problem-solving. They are protected from warnings, excessive control, overly structured work, and avoid misunderstandings, subtexts, tricks, intrigues, and subterfuge.

2.5. Sense of duty, obligation, and responsibility to colleagues.

Sense of duty, obligation and responsibility to colleagues is the foundation of a professional reputation and cooperative work environment.

1. Duty is a moral awareness of a right that presents itself to an individual as their urgent practical tasks. Moral duty is the transformation of public moral demands into a personal imperative and its voluntary fulfillment. A sense of duty, obligation, and responsibility for colleagues is the commitment to support teammates, share workload, and maintain accountability to foster a collaborative environment. It entails acting ethically, ensuring team tasks are completed, and offering support, which improves team morale and productivity. Each person's duty determines their reliability to everyone, the predictability of their actions, support and mutual assistance, constructiveness, and psychological safety even in the face of risk.

Reliability. Your duty is not to cause delays or disruptions to the entire process.

Predictability. Colleagues can count on your independent decisions to support the entire team, facilitate collaboration, and ensure timely completion.

Information responsibility. Promptly report changes, errors, or risks. Concealing problems out of fear is a violation of your duty to the team.

Mutual assistance. Duty implies support, but it's important not to turn it into a toxic "saving measure" that hinders others' growth or overwhelms you.

Constructiveness. Even in conflicts, a commitment to a shared goal forces you to adopt a professional tone instead of emotional accusations.

Psychological safety. When everyone knows they can rely on each other, stress levels in the team decrease. This is especially important during risky situations, tight deadlines, and project setbacks.

2. A commitment ethic and culture are crucial in the business environment. Keeping your commitments strengthens your authority. When you feel indebted to your team, you stop perceiving tasks as necessary for your boss and see them as your contribution to the overall success.

Trust. Trust is the psychological and social capital you build with others. Keeping your commitments is the fastest way to replenish it.

Predictability = Security. When you keep your promises, you become "understood" by your partner or manager. This relieves anxiety and the need for control and correction.

Reputation as a reliable employee. Regularly meeting deadlines and agreements builds a reputation that works in your favor, even when you make mistakes.

Transformation into opportunities. A high level of trust entitles you to greater autonomy, more complex projects, and loyalty in critical situations.

Minimum promises – maximum fulfillment. Promise less – deliver more. This ensures that your commitments are always met 100% or better.

3. Professional duty is linked to professional responsibility. But duty explains only one aspect of the phenomenon of responsibility. This restrictive aspect therefore ranks alongside justice. Duty is formed from the recognition of primary responsibility and moral values. Moral responsibility combines moral notions of rightness realized for unique individual in unique situation.

Responsibility reflects the special social, moral, and legal relations of an individual with society, characterized by the fulfillment of their moral duty and legal norms. It's person's ability to fulfill one's duty at various degrees. Being responsible for a certain action means recognizing oneself as its author and accepting its consequences.

We can distinguish between a person's responsibility to themselves, responsibility for specific actions towards others, and responsibility to humanity and the world. Being responsible means thinking about others and the consequences of your actions, including whether they will harm anyone.

Responsibility in professional communication is ethical and business duty to ensure messages are honest, accurate, clear, concise, and respectful to the audience. It is connected to ownership of one's words, maintaining transparency, and considering the impact of the communication on colleagues, clients and partners.

Responsibility is closely linked to a human freedom. A person with free will and freedom of choice is able to consciously choose one course of action or another, considering the possible consequences, and then be responsible for their choice and its implementation.

Professional responsibility is the readiness to accept liability, accountability for the results of your work and mistakes. Colleagues value those they can rely on. If you promised to submit a report by 10 a.m., you'll do it or give advance notice.

It's important not to turn a sense of responsibility into self-sacrifice. Healthy responsibility ends where manipulation or shifting someone else's work onto your shoulders begins. Instead of "I have to do this because I'll get fired" (fear), the attitude becomes: "I'll get it done on time so my colleagues can confidently begin their portion of the project" (professional ethics).

A sense of duty, obligation, and responsibility to colleagues creates a culture of professional communication where information is shared in a timely manner; feedback is given constructively; everyone understands their role in the value chain; and everyone respects the boundaries of responsibility.

3. Interpersonal communication in the professional environment.

People spend the most of their work time on interpersonal interactions. Communication reveals the human essence; through communication, people realize themselves, assert themselves, and resolve issues and problems.

Communication is people's interaction with exchange of notions, meanings, messages, information, and the establishment of mutual understanding. It is the interaction of two or more people aimed at coordinating and combining efforts to harmonize and achieve a common goal.

3.1. Establishing a friendly atmosphere during professional communication.

Creating a friendly atmosphere in a professional environment is based on a combination of open communication, mutual respect, and emotional support. This

primarily involves demonstrating a positive attitude, respect, and a genuine interest in the work, interaction, and achievement of results.

A program for creating a friendly atmosphere at the company should consist of three interconnected levels:

1. Individual work with employees, taking into account the individual psychological characteristics of team members (consultations, psychotherapy, coaching, assistance with housing, meals, recreation, medical care, benefits, etc.).

It is important to use active listening, gather information about personal needs, interests, habits, hobbies, preferences, goals, and passions; provide personal support and assistance; recognize and express gratitude; build personal connections, interest in colleagues' lives outside of work, and strengthen trust.

Flexibility in work organization and maintaining balance are important. Implementing flexible schedules and respecting personal time (work-life balance) reduces stress levels within the team.

2. Group work (trainings, workshops on non-conflict communication skills, master classes, improving interpersonal interactions; organizing interactions between all group members, resolving disagreements between management and employees).

It is important to organize joint events, coffee breaks, barrier-breaking activities, networking, coworking, and team building to overcome differences and foster team spirit. It is essential to cultivate a culture of open dialogue, encouraging honest discussions about ideas, problems, and solutions.

3. Joint work in a professional environment include shared goal orientation, high-stakes transparency, and the need for clear, asynchronous, and synchronous communication. Key elements include constructive conflict resolution, active listening, and building trust. These features foster efficiency, reduce confusion, and support a positive, engaged, and productive organizational culture.

Accepting individual work with employees, group work and joint work in a professional environment it is possible to distinguish key elements of a friendly atmosphere.

Mutual respect and tolerance. Respect and acceptance of others are fundamental to any professional interaction.

Emotional intelligence. The ability to recognize colleagues' emotions and respond appropriately.

Self-regulation techniques. Exercises to stabilize one's own emotional state help maintain psychological health.

Conflict management. The ability to resolve disputes constructively without resorting to personal conflicts.

It's important to emphasize the crucial role of developing stress resilience in professional communication, based on improving self-regulation skills, emotional intelligence, and using specific communication techniques during stressful situations.

1. Self-regulation techniques and maintaining calm during a conversation in a stressful situation:

Pause and breathe. Before responding, take a short pause to collect your thoughts and reduce your emotional reaction. Use anti-stress breathing techniques (inhale deeply and exhale slowly).

Mindfulness. Focus on the present moment, pause for a moment to reflect on what's happening, rather than reacting automatically.

Visualization. Use visualization of a resourceful state to mentally distance yourself from a hostile environment.

2. Effective communication strategies. Changing your approach to dialogue helps reduce stress for all parties:

Active listening and empathy. Try to understand the other person's position without interrupting. Empathy allows you to put yourself in the other person's shoes, which reduces conflict.

Brevity and clarity. Limit your main message to two clear facts. This prevents unnecessary explanations, which are often perceived as excuses.

Respond constructively to criticism. Distinguish between meaningful advice and personal insults. Don't take criticism about your work as personal insults.

3. Work with nonverbal cues. Your body can both increase stress and help you cope with it:

Open posture. Keep your arms relaxed, and don't cross them across your chest. This signals your readiness for dialogue and helps you calm down.

Eye contact and distance. Maintain a respectful distance and maintain calm eye contact.

4. Prevention and Recovery. Long-term stress resilience depends on your overall well-being:

Setting boundaries. Clearly define priorities and work hours to avoid overload.

Physical recovery. Regular physical activity, a balanced diet, and quality sleep are the foundation for a healthy nervous system.

Reflecting on the experience. Use self-observation and self-analysis after difficult negotiations to identify your triggers.

3.2. Establishing transparent, unambiguous, honest, and sincere professional communication.

An effective communication strategy unites businesses and plays a key role in strengthening collaboration, increasing productivity, and creating a positive work culture.

Methods for establishing transparent, honest, and sincere professional communication include applying the principles of openness, clarity, and conciseness in expressing opinions, soliciting feedback, and flexibility. The primary goal is to create an atmosphere of trust, where each participant can freely express their thoughts out of ambiguity.

Honesty and integrity in professional communication are crucial components of professionalism, as they lay the foundation for interaction. The principle of openness in communication is an honest, transparent, and sincere exchange of thoughts, feelings, and needs without ulterior motives or accusations. It presupposes a willingness to listen, trust in the other person, and an openness to new ideas, which creates an atmosphere of mutual respect. Clarity and conciseness make communication simple and understandable, helping to avoid confusion.

Engagement in dialogue is important for a professional, because it ensures transparency and understanding. It's crucial to develop a willingness to accept other points of view, a willingness to think, to share thoughts and feelings, to offer own ideas, to express doubts and cautions, to understand expectations, to avoid clichés and hypocrisy, and to be willing to reach understanding and develop a joint solution.

Soliciting feedback is an essential element of effective communication. Constructive feedback proves your appreciation of others' opinions and helps in identification of areas for improvement. Debates and discussions of problems should be conducted without noise, insults, or categoricalness, respecting the opinions of colleagues.

Adaptability ensures that the message is received correctly. Communication should be tailored to the situation and the audience. It's important to consider who you're speaking to. For instance, you might speak more simply and informally with a colleague, but more formally with a client.

Participate in discussions. Use surveys, voting, brainstorming, or role-playing during meetings. Regular briefings and meetings. Weekly team meetings help establish transparent communication between management and employees, preventing rumors and omissions.

Nonverbal cues are essential for clear and unambiguous communication. Eye contact, face expressions, gestures, posture, and body language should match your words and demonstrate your engagement in the conversation.

3.3. Effective professional interaction with colleagues, partners, and clients.

Effective communication is exchanging meanings, thoughts, feelings, messages, information in order to achieve mutual understanding and goals of conversation. It requires expressing thoughts competently, active listening, understanding meanings, showing empathy, and incorporating feedback.

A positive team atmosphere guarantees productive work and a sense of satisfaction. Greet colleagues first, always thank them and express sympathy, offer assistance, show interest in the situation, and address them by name when appropriate.

Effective professional communication requires competents, patience, politeness, friendliness, active listening. Business speaker shouldn't interrupt, shouldn't respond until one has finished speaking; have respect for others and their time; should demonstrate openness to building trust. Prompt responses, logical structure of statements, clear wording, precise presentation of ideas, concrete concepts and meanings, and conciseness when conveying large amounts of information.

Communicate professionally, maintain a neutral tone, avoid negative language, categorically avoid rudeness, do not disclose unnecessary information, listen to thoughts and needs, do not impose your point of view, and argue your position correctly and without insults. Write clear, understandable letters to partners, stating a single idea. Include deadlines, if necessary, and include supporting materials.

The following rules of effective communication should also be mentioned and presented in categories:

1. With colleagues (internal communication):

Feedback culture. The "Situation-behavior-result" model for constructive criticism without going to personalities.

Reflective listening. The ability to listen without interrupting, criticizing, or preparing a response in advance.

Clarification. Clarifying information ("did I understand correctly?") to avoid misunderstandings.

A single info field. Using task managers minimizes "noise" in email and instant messengers.

2. With partners (Negotiations and strategy):

Goal achievement. The outcome of the interaction meets the expectations of the parties.

Win-win principle. Always strive for mutual benefit. Partnerships are based on mutual interests, not pressure.

Empathy and informal conversation. Professionalism is important, but personal contact builds trust. Understanding your partner's business context makes you an ally, not just a supplier.

Transparency of expectations. Record all agreements in writing for follow-up immediately after the meeting to avoid disagreements "downstream".

3. With customers (Service and sales):

Benefit-based language. Talk not about product features, but about how it solves a specific customer problem.

Manage expectations. It's better to underpromise and overdeliver (or underpromise and overdeliver). This creates the "wow" factor.

Emotional intelligence. The ability to handle objections and negativity without aggression. Customers want to feel heard.

3.4. Requests for help and gratitude for service in professional communication formulas.

Fatigue and the need for support are common to everyone, as is the need for help.

There are several main reasons for one's hesitation in asking for help. The most common is the consequences of previous negative experiences. The other frequent reasons are fear of judgment and attempts to avoid situations with such consequences; belief that you must handle everything yourself; guilt due to a lack of independence.

Guilt can arise from cultural stereotypes that personal problems are necessarily a burden or an inconvenience. It's important to be specific in your request, to communicate the need, because in other case nobody knows your demands and necessities. There are very important gratitude models in a professional environment that demonstrate respect for a colleague's time and demonstrate that you've already tried to solve the problem yourself.

Effective expressions of gratitude in a professional environment are based on specificity, sincerity, and adherence to speech etiquette.

1. Basic speech structures. In business communication, instead of the colloquial "thank you very much", use the correct forms:

Thank you: “I sincerely thank you”, “thank you very much”.

Gratitude: “I express my deepest gratitude”, “I am very grateful for...”, “Please accept my sincere gratitude”.

2. The structure of a professional thank-you letter. A professional model for expressing gratitude for a service rendered typically consists of three parts:

Direct thanks. Clear wording at the beginning of the letter:

“Thank you for your timely legal services”.

Emphasis on value. Explaining why it is important:

“Your assistance allowed us to sign the contract on time”.

Looking Forward. Expressing hope for future collaboration:

“We look forward to continuing our partnership”.

3. Examples for different situations.

For quality service:

“We appreciate your attention to detail and professional approach”.

For speed:

“We are grateful for the promptness and quality of your order”.

For support/assistance:

“We thank you for your trust, care, and professional involvement in resolving our problem”.

For clients (after placing an order):

“We are sincerely grateful for choosing us. We appreciate your trust”.

Supporting educational institution:

“Borovsky Lyceum of Chernivtsi Village Council”

4. Etiquette tips.

Personalization. Address the customer by first and last name (if customary for the company).

Timeliness. Send a thank-you note within 24 hours of receiving the service.

Format. Formal thank-you notes can be written on company letterhead or as emails with a clear subject line (e.g., “Thank you for your consultation”).

3.5. Willingness to give and receive support and encouragement in professional interactions.

Giving and receiving support is an important component of our emotional health, professional interactions and communication. When a colleague offers to help with our tasks, our refusal can delay our work and lead to stress. By accepting help we lighten our burden and create opportunities for collaboration. This allows us to form healthier personal and professional relationships in which everyone feels valued and important. It improves overall well-being. Even the simple recognition of not being alone is a big step toward reducing emotional burden.

Accepting support requires openness. Such connections help in the moment and lay the foundation for long-term friendships. Imagine trying to solve a complex problem at work and asking a colleague for advice. Their experience may reveal new approaches you hadn't considered. This also enriches your own experience, making you more flexible and adaptable.

Providing support in a professional setting typically follows the algorithm of "ecological" intervention:

Active listening. Allowing the other person to speak without interrupting.

Validating feelings. Using phrases that acknowledge the other person's state ("I hear you", "I understand this is a difficult situation", "I'm sorry that happened").

Offering practical help. Instead of general statements, offer concrete actions, such as assistance in finding information or jointly discussing an action plan.

Maintaining distance. providing support without being intrusive and maintaining a psychological distance that the person feels comfortable with.

Accepting support or assistance is part of an organization's culture of well-being:

Openness. Recognizing the need for assistance and a willingness to share ideas to achieve shared goals.

Feedback. Clearly articulating one's needs and confirming the relevance of the assistance offered.

Insurance as psychosocial safety in professional communication includes models for possible support when needed.

Implementation of written policies. A psychosocial support program in the workplace, including regular internal communications.

Tactical communication. Communicating with colleagues under risk and stress, based on calm and clear reasoning.

Preventive measures. Psychological education and training for staff aimed at developing soft skills and overcoming crises.

Thus, the ability to accept and provide support is an extremely important aspect of professional interaction, promoting deep connections, emotional well-being, developing trust, reducing stress, and enriching one's own experience. In a world where everyone can face difficulties, the ability to openly accept support can be key to emotional and psychological well-being. These principles not only improve the quality of our professional interactions, but also open up new horizons in our perception of the professional environment.

4. Linguistic and speech characteristics of professional communication.

The language for specific purposes (LSP) is a functional variant of literary language serving a special field of knowledge or industry. Its main characteristics include: rich terminology, specialized vocabulary, precise definitions, professionalism, and nomenclature of a particular field; precision, brevity, clear presentation, argumentation, relevance, the use of clichés, the use of set expressions; unambiguous interpretation, normativity, and the absence of emotional overtones. It also utilizes specific syntactic tools. Syntax includes a predominance of simple sentences, direct word order, and extensive use of participial and adverbial clauses.

This functional language type requires a combination of verbal means and professional behavior (gestures, facial expressions) for effective communication. Professional communication also includes the effective use of oral (conversations, negotiations) and written (documents, reports) forms, where the ability to choose the means in accordance with the purpose and situation is important.

4.1. Use of professional terminology and specialized vocabulary in professional communication.

Professional use of terminology and specialized vocabulary is the use of complex words and a tool for maximum accuracy and speed of information transfer. Here are the main features:

Specialized terminology. Appropriate use of professional vocabulary. It is important that the terms are understood by the interlocutor; otherwise, they should be explained.

Use of Clichés. The use of set expressions ("In order...", "Thank you for your cooperation...") helps the information be perceived quickly and clearly.

Unambiguity (definiteness). In a professional environment, a term has only one meaning. This eliminates ambiguity, which in everyday speech often leads to errors.

Stylistic neutrality. Professional vocabulary is devoid of emotional connotations. The facts and essence are important, not the speaker's attitude toward the topic.

Economy of language means. A single term often replaces an entire sentence or a complex process description, allowing specialists to understand each other with half a word.

Systematic. Each word is part of a specific system. Changing one term can impact the understanding of an entire technological or scientific chain.

Relevance (contextuality). Knowing when to use terms is important. While this is essential when communicating with colleagues, when speaking with a client or an amateur, an excess of specialized vocabulary ("professionalisms") can become a barrier.

Normative. The use of terms is governed by national standards or international norms, ensuring the uniformity of professional language globally.

4.2. Conducting a conversation, dialogue, debate, negotiation, and reaching an agreement.

A conversation is a type of interpersonal business communication, formal communication, involving the exchange of information, views, and opinions, aimed at solving a specific problem.

Dialogue is a specific form of argumentation, closest to the real-life practice of communication, debate, and disputes between people.

Prerequisites for a dialogue include an explicit or implicit intention to communicate something different, a goal-oriented approach, and familiarity of both participants with the topic of the dialogue.

The characteristics of a professional dialogue are not simply politeness, but a means of achieving specific results.

Here are the key points that characterize a professional dialogue:

Purposefulness. Every conversation has a goal (agreeing on a deadline, solving a problem, selling a service). If you stray off-topic, it is important to promptly return the dialogue to a constructive course.

Adherence to rules and etiquette. This includes punctuality, respect for subordinates, and knowledge of business protocol (how to address them, when it's appropriate to interrupt, how to end a meeting).

Reasoning and concreteness. Instead of emotion, use facts, figures, and logic. A professional avoids vague statements like "we'll figure it out somehow", instead using "we'll have it done by Thursday".

Active listening. It's important not to simply wait your turn, but to demonstrate understanding: paraphrase the other person's words ("Am I understanding correctly that..."), ask clarifying questions, and document the agreements reached.

Feedback and debriefing. Concluding a professional conversation always includes a debriefing (also known as a follow-up discussion) to ensure all parties have a common understanding of the outcome.

Negotiation is a method of reaching an agreement through business communication when both parties have both common and opposing interests.

The structural elements of negotiations are as follows:

• pre-communication stage (information gathering, problem analysis, defining goals and objectives).

• communicative stage (introduction of the parties, presentation of problems and goals, dialogue between participants).

• post-communication stage (negotiation analysis).

Preparation for negotiations occurs in two areas: substantive and organizational. It is necessary to consider in advance what we can hear and what we need to say. To achieve the desired results, the parties choose appropriate strategic and tactical approaches to negotiations.

Focus on interests, not positions. The lack of mutual understanding between negotiators is often caused not by objective reality, but by an inability to correctly interpret people's thoughts and actions. Appropriate methods are proposed to achieve mutual understanding.

The specifics of negotiating and reaching agreements in a business environment are based on a balance between personal interests and maintaining long-term relationships. Here are the key aspects:

1. Stages and Preparation

Information base. Success is 70% preparation. It's important to fuly realize your goals and your partner's weaknesses and needs.

2. Interaction Strategies

Win-Win agreement. A modern standard in which parties strive for mutual benefit rather than trying to "break" the other party.

Positional negotiations. A traditional approach (as in the marketplace), in which parties state extreme positions and gradually make concessions. Less effective for complex partnerships.

3. Psychological and Communication Techniques

Active listening. Ask open-ended questions. The one who asks the question controls the meeting.

Separating people from problems. Negotiate terms firmly, but treat people with sensitivity. Conflicts of interest should not escalate into personal animosity.

Pauses. Taking a pause after making a proposal often forces the other party to make the first concession.

4. Reaching Agreement (Recording the Result)

Summing up. At the end of the meeting, be sure to share all agreements reached to avoid misinterpretations.

Writing records. An agreement is considered reached only when it is recorded in a letter of intent or contract.

After the agreement. Even after signing, it is important to leave the door open for future adjustments to the terms should circumstances change.

5. Etiquette and Culture

Time. Punctuality and adherence to rules demonstrate professionalism.

Cultural context. Consider national characteristics (e.g., a straightforward Western demeanor versus an Eastern tendency toward lengthy foreplay and indirect refusals).

4.3. Public speaking, report, presentation, webinar in professional communication.

Public speaking in the professional sphere is speech that is a tool for achieving specific business goals. *Key characteristics of public speaking:*

Pragmatic goal. Every speech should deliver results: selling an idea, attracting investment, changing a strategy, or training a team.

Expertise and argumentation. Instead of emotional appeals, use figures, facts, case studies, and logic. Professional audiences value evidence.

Benefit-oriented. Listeners should clearly understand: “What’s in it for me?” The focus shifts from the speaker to the needs of the audience.

Brevity and adherence to rules. In business, time is money. The ability to convey a complex idea in 5-10 minutes and strictly adhere to time limits is crucial.

Handling objections. A professional presentation almost always includes a question and answer session (Q&A), where your competence and composure are tested.

Visual culture. A presentation doesn’t duplicate words, but rather supports them with data visualization (graphs, charts). It should look neat and professional.

Ethics and corporate style. Adherence to a dress code, chain of command, and professional terminology (jargon) understood by a specific group of specialists.

Presenting a report in a professional environment is the presentation of a prepared, logically and stylistically structured text designed to influence the professional community and help make appropriate professional decisions.

Key features include:

Results-oriented. Each report should have a clear objective (convince investors, approve a plan, communicate results). Listeners should understand what they should do with this information next.

Value of time (conciseness). In business, time is money. Lengthy introductions should be avoided. The best format: the main point or conclusion is at the very beginning.

Data-driven argumentation. Professional audiences trust numbers, facts, and examples, not abstract epithets. Any statement should be supported by statistics or graphs.

Adaptation to the audience. The language of the report depends on who you're addressing. When communicating with colleagues, you can use highly technical jargon, but for management or clients, terms should be "translated" into the language of business benefits.

Visual support. Slides shouldn't duplicate your language. They should visualize what's difficult to explain in words (diagrams, trends, comparisons).

Preparedness for discussion. In professional settings, the question and answer session is often more important than the report itself. Your professionalism is demonstrated by how you respond to criticism or complex clarifications.

Adherence to rules. Violating time limits is perceived as disrespectful to colleagues and indicates poor preparation.

A professional presentation is a structured visual and verbal presentation of information aimed at effectively conveying ideas, selling a product, attracting investment, or educating an audience. It combines clear logic, professional design,

understandable infographics, and a distinctive corporate style, standing out from ordinary slides with its superior quality and impact.

The following characteristics characterize a professional presentation:

Action-focused (Call to action). A professional presentation always has a goal, which is to secure funding, secure a contract, or change strategy. Each slide should encourage the listener to make that decision.

Problem-solution structure. You don't simply list facts; you demonstrate how your proposal solves the client's or company's pain points.

Expertise and argumentation. Instead of general statements, use data, graphs, and case studies. Every point must be supported by figures.

Brevity (10/20/30 Rule). Minimal text on slides. The main information comes from the speaker, and visual elements merely reinforce key points.

Audience engagement. This is not a monologue, but a guided dialogue. A professional prepares answers to complex questions in advance and takes into account the audience's level of awareness (managers want to see the benefits, technical specialists want implementation details).

Time management. Respecting colleagues' time is essential. A presentation should fit into the schedule, leaving time for discussion.

A webinar is an interactive online meeting, seminar, or presentation that takes place in real time over the internet. In a professional environment, it is an effective tool for staff training, meetings, presentations, professional development, and marketing, allowing for audience interaction through chat, video, and surveys.

In a professional environment, a webinar is also a tool for building a reputation and sharing expert knowledge. Here are the key features that distinguish it from a regular broadcast:

1. Focus on specific benefits (usefulness). Professional audiences value their time.

Content: Minimal fluff, maximum case studies, figures, and real-world examples.

Structure: Clear timing. The presentation must adhere to the stated agenda without deviating from irrelevant topics.

2. High standards for expertise. You present as an expert in your field.

Arguments: References to research, current legislation, or industry standards.

Answers to questions: Willingness to answer difficult, "uncomfortable" questions from colleagues.

3. Technical excellence. In business, technical problems are perceived as an uncompromising sign of unprofessionalism.

Quality: High-quality sound (external microphone), stable internet connection, and a neutral background.

Platform: Use professional services (Zoom, Teams, Demio) to share your screen, conduct polls, and share documents.

4. Moderated Interaction. It's important to maintain attention without disrupting the flow.

Moderation: A moderator is required to filter the chat and collect questions so as not to distract the presenter.

Engagement: Use professional polls to gather audience feedback in real time.

5. Post-Communication (Follow-up Interaction). A professional webinar doesn't end with "Goodbye".

Materials: Sending a recording, presentation, and additional checklists/articles.

Call to action: Make a clear offer, sign up for a consultation, a link to a product, or registration for the next training stage.

Conclusion

Thus, this paper examines the humanistic ethics of communication, aimed at building constructive relationships based on respect, understanding, and trust. Fundamental meanings, content, and values in professional communication define the ethical foundations of interpersonal and business interactions; create a moral and psychological basis for effective communication; and define a culture of communication as a tool for harmonizing social and professional relationships.

The fundamental principles of effective and humane communication in business help create a favorable communication environment. They define the ethics of business communication (standards of conduct, honesty, politeness, and gratitude), the culture of professional interaction (rules, conveniences, agreements), and the building of trusting working relationships (sincerity, mutual support, and connections with colleagues).

The paper analyses moral norms of people communication. It emphasizes the necessity of cope with achieving agreement, understanding, avoiding misunderstandings; investigates means of establishing harmony and trust, transparency and positivity in the team; describes techniques for expressing kindness, support and respect for colleagues; stimulate willingness to listen, reflect, and comprehend the difficulties of team members.

Morality in professional communication determines moral and ethical norms of professional communication: feelings, attitudes, assessments. It upbrings gratitude for work, satisfaction with results, ability to appreciate achievements. The paper states importance of showing conscience, conscientiousness, responsibility to colleagues in professional communication. It investigates ethics, morality, truth, helping people in professional communication; sense of duty, obligation, and responsibility to colleagues.

The good tones in interpersonal communication in the professional environment aim at establishing a friendly atmosphere during professional communication; establishing transparent, unambiguous, honest, and sincere professional communication. It demands effectiveness in interaction; help and gratitude for service; willingness to give and receive support.

Linguistic and speech characteristics of professional communication are revealed through the use of professional terminology and specialized vocabulary in professional communication; mastering techniques of conducting a conversation, dialogue, debate, negotiation, and reaching an agreement, public speaking, report, presentation, webinar in professional communication.

To summarize, it can be concluded that moral values, moral norms and principles, humanistic communication guidelines, professional (service) ethics, and moral requirements for representatives of professions most involved in human relations are indispensable in business communication.

Prospects for Further Research

Prospects for further research in the field of professional communication of specialists are associated with an in-depth analysis of the integration of universal human values, moral and ethical norms and communication skills in various areas of professional activity. It is important to study of the influence of moral principles, empathy, benevolence and responsibility on the effectiveness of collective interaction, labor productivity and psychological climate in modern organizations.

An additional direction is the development of methods for improving the communicative competence of specialists, including training in professional speech, conflict management, negotiations, presentations and public speaking. Studying the effectiveness of these techniques in different professional contexts will allow creating standardized approaches to the formation of professional communication skills.

No less important is the study of the relationship between moral and ethical values and psychological resilience of a specialist, including the analysis of the impact of support, gratitude, trust and responsibility on the level of stress resistance and motivation of employees. Such studies will contribute to the development of systems of moral and psychological support in the professional environment.

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UDC: 811:378.4–057.4

SPEECH CULTURE AND PROFESSIONAL COMMUNICATION OF THE FUTURE SPECIALIST IN THE AGRARIAN SPHERE

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Abstract. *The paper investigates theoretical foundations and methodological strategies for cultivating speech culture alongside communicative competence among students in agricultural higher education institutions. Language is treated not merely as a tool for communication, but as a crucial factor in professional formation, facilitating both comprehension of real-world phenomena and ensures informed involvement in the dynamically transforming sphere of contemporary agro-industrial systems. The study advances a conceptual analysis of the heterogeneous components of linguistic and communicative competence, accentuating their functional deployment across professional domains, most notably within scientific modes of communication discourse, administrative documentation, and business correspondence. A special focus is situated on the previously stages of higher education, analyzing the challenges first-year students face in developing a coherent speech culture, common linguistic and stylistic errors, and the multiple factors-cognitive, educational, and motivational-that influence the overall level of language preparedness. The research advocates for a competence-based educational framework that incorporates experiential learning, realistic modeling of professional communication scenarios, and systematic development of public speaking, written correspondence, and interactive communication skills. The articulated conclusions and recommendations seek to facilitate the development and refinement of professionally oriented language education for educators, students, emerging scholars, and practitioners, in answering to the dynamic and expanding communicative needs of the agricultural domain.*

Keywords: *speech culture, communicative competence, students of the agricultural industry, agrarian institution of higher education, business communication, professional training, scientific speech, official business style, language competence, competence approach.*

Introduction. In contemporary agriculture, success is determined not only by the use of modern technologies or digital management systems, but also by how effectively people convey ideas, share information, and coordinate their work. Farms and agribusinesses increasingly operate across national borders and involve multiple disciplines, making clear and adaptable communication an essential skill for research, production management, and day-to-day operations. Within the contemporary agricultural domain, prospective specialists are required to transcend exclusively technical expertise

by cultivating functional language proficiency and communicative self-efficacy necessary for effective participation in multifaceted professional environments.

A key component of this schooling is fostering proficiency in the Ukrainian literary language while encouraging flexibility in its use. Students must learn to tailor their speech according to the setting, whether it involves participating in classroom debates, drafting research summaries, preparing official documents, or discussing tasks in the field. Adjusting tone, vocabulary, and style to match the audience, situation, and professional requirements is equally critical. By developing these skills, graduates not only enhance their ability to work concurrently and remedy complex problems, but also increase their competence in collective professional interaction and advanced problem resolution, alongside the cultivation of flexibility, professional autonomy, and strategic readiness to operate within the volatile and evolving conditions of the agricultural domain.

This approach emphasizes active, situational learning rather than memorization alone. Simulated professional scenarios, real-world communication exercises, and interactive tasks help students internalize the practical use of language, dwindling the gap between academic instruction and the realities of modern agricultural practice. Ultimately, graduates equipped with these abilities are positioned to contribute effectively to interdisciplinary projects, respond to rapidly changing industry demands, and maintain productive communication in diverse professional environments.

Despite the clear importance of such skills, current language education in agricultural universities often fails to meet these demands. Instruction tends to rely heavily on memorization and repetition, while innovative pedagogical methods are only sporadically applied. Moreover, there is limited emphasis on exercises that simulate real professional scenarios. Addressing these shortcomings requires a systematic redesign of the curriculum, the approbation of learner-centered approaches, and the inclusion of practical tasks that mirror authentic agricultural contexts. Such a transformation ensures that students secure not only technical

expertise but also the communication abilities necessary to thrive in a complex, fast-evolving agricultural environment.

A research problem. Current conditions of professional training in the agrarian field reveal an improving need for students to master effective verbal interaction as part of their future occupational activity. The professional environment in agriculture is being modifying by digital solutions, technological innovation, and the expansion of international professional contacts, which substantially changes the nature of everyday communication. As a consequence, future agricultural specialists must be prepared to operate in diverse communicative situations, respond to emerging professional tasks, and cooperate within interdisciplinary teams. In this context, customary language instruction formats no longer meet the practical guideline of modern agricultural practice and require substantial revision.

The relevance of the research emerges from the growing demand for educational models that emphasize functional upshot of learning in higher education. Timeliness academic training increasingly requires graduates to demonstrate the ability to operate knowledge effectively within professional environments rather than merely reproduce theoretical content. From this perspective, speech competence is conceptualized as a dynamic and interrelated system that encompasses linguistic resources, interactional strategies, culturally mediated norms, and professionally specific modes of verbal action.

Analysis of publications. The analysis of modern scientific research shows that the imposition of language and speech competence of students in the conditions of renovation educational standards, digitalization and integration of educational technologies is one of the key problems of modern pedagogy. In the scientific matters, this problem is investigated as a multidimensional phenomenon that combines linguistic, psychological and didactic aspects of professional training of future specialists. A made a significant contribution to the study of this issue. A. P.Babii, F. S. Batsevich, V. V. Vityuk, I. V. Volkova, O. M. Demska-Kulchytska, O. M. Korniyaka, L. V. Kravets, L. I. Matsko, O. P. Prokopova, T. V. Simonenko,

T.M. Sukalenko, S. V. Turlyuk, N. P. Shumarova, in addition to O. V. Ivanenko, L. M. Petrenko, N. P. Sydorenko and V. A. Kovalenko.

A. P. Babii and S. V. Turlyuk consider communicative competence among students to be a essential part in shaping the professional growth of future specialists. They explore the concept of "speech competence" and underline that philological education provides a structured framework of language knowledge, speech abilities, and practical skills, which mutually form the establishment for profession-oriented communication [3, p. 1].

The issuance of language competence has been approached from different perspectives in timeliness scholarship. In particular, I. V. Volkova provides an analysis of the structural organization of language competences, instalment special attention to their stratified and multi-level character and offering an original classification model [4, p. 73]. Terminological questions related to the concept of competence are examined by O. M. Demska-Kulchytska, who schooling the functioning of the Ukrainian equivalent of the term "competence" within scientific discourse and highlights its contextual specificity [5, p. 224].

From a psychological standpoint, communicative competence is considered in the works of O. M. Korniyaki, who conceptualizes it as an imperative element of professional competence and outlines its position within the system of professional training [6, p. 82]. The methodological attainment of the competence-based approximation in teaching Ukrainian for professional purposes is substantiated by O. P. Prokopova, who argues that the moulding of discourse and communication skills constitutes a core objective in the education of future specialists [12, p. 54].

A separate line of research covers on the role of educational technologies in language competence development. Studies by O. V. Ivanenko, L. M. Petrenko, N. P. Sydorenko, and V. A. Kovalenko demonstrate that innovative and multimedia tools significantly expand the didactic potential of language education. The integration of digital platforms, online learning environments, webinars, interactive visual materials, and audiovisual content enhances students' cognitive involvement,

supports more effective comprehension of learning materials, and streamline the creation of a comprehensive linguistic and cultural educational space. As noted by the researchers, these practices provide not only to improved learning consequence but also to the improvement of critical thinking, communicative engagement, and learners' adaptability to the dynamic demands of the modern professional sphere.

The generalization of the above studies shows that language and speech competence is considered by modern science as a system-forming component of professional training. At the same time, the edition of adapting theoretical provisions to the specifics of the training of specialists of various profiles, in particular agrarian, remains relevant, which determines further scientific research in this area.

The aim of the article explores how students in agricultural higher education develop their ability to communicate effectively, focusing on the speech-related skills required for professional work. The research treats speech competence as a combination of pedagogical, linguistic, and technological influences, shaping students' overall capacity to interact successfully in academic and professional environment. Special attention is given to teaching attitude that help students apply these skills in real-world contexts, in particular environments shaped by digital tools, evolving educational standards, and the practical demands of the agricultural sector.

Object of the study. The research bedclothes on the process of language instruction in higher education institutions with an agricultural profile. Within this framework, attention is given to how students elaborate their communicative and speech abilities, taking into statement the practical requirements of professional agricultural work. The study examines how modern teaching approaches, hands-on exercises, and digital resources can help learners apply language effectively in academic discussions, field activities, and professional correspondence. It also considers how curriculum design and innovative pedagogical practices support the gradual formation of communication skills that are crucial for success in real-world professional contexts.

Objectives of the study. This research focuses to investigate the ways students in agricultural higher education develop practical communication and speech skills necessary for professional tasks. Specifically, it seeks to:

1. Examine topical approximation to language teaching in agrarian universities and highlight their strengths and limitations.

2. Identify the specific speech and communication abilities that are most appropriate to academic, research, and purview activities in agriculture.

3. Analyze teaching learning activities, methods and digital tools that help students apply language skills in realistic professional situations.

4. Suggest directions for improving language education so that graduates are better prepared for the dynamic and interdisciplinary demands of modern agricultural work.

5. Assess how curriculum design and instructional practices contribute to building students' capacity to interact effectively with equal, instructors, and professionals in the agricultural sector.

Research material. The recognition of language as a leading tool of informational ascendancy and the assembling role of public speech activity necessitate the training of not only a specialist with thorough professional knowledge in institutions of higher agrarian education, but also a communicatively developed personality capable of building relationships in a professional environment at the appropriate level. The practice of teaching proves that even within a relatively small course in the business Ukrainian language, students have the opportunity to significantly improve their own speech. At the same time, the young specialist, integrating into the production or scientific and professional team of the agricultural industry, quickly adopts the speech models of communication established in it.

Often, such models are characterized by excessive use of foreign loanwords, elements of spoken speech, professional jargon, simplification and stylistic vagueness. In the absence of formed language cognizance and skills, it is complicated for a graduate of a higher education institution to resist the dominance of

a reduced language culture in the team, which negatively detriment the quality of his professional activity, despite the high level of professional training.

Therefore, the training of a future specialist in the agricultural industry involves the established mastery of oral and written speech, the aptitude to request professionally oriented rhetoric in educational and industrial activities. The skills of creating clear, logically ordered professional texts, a developed culture of professional reflection, the ability to generalize, analyze and critically understand information are important.

A modern agricultural professional is expected to clearly define the purpose of their occupational activity and independently select effective strategies for achieving them. An essential component of such formulation is the aptitude to construct coherent, well-argued and logically structured communication in oral, written and digital formats within a professional context. Under current educational conditions, speech is interpreted not as a secondary means of interaction but as a distinct type of professional practice. Its productivity depends on the individual's proficiency to work with diverse information sources, adapt content in conformity with communicative intentions, and produce texts that comply with literary language standards while also reflecting the specifics of a given communicative situation. A key marker of the development of these abilities is the deliberate and purposeful use of linguistic resources, along with the skills of text revision and reflective self-analysis of one's own communicative behavior.

Language-oriented training, including the course "Business Ukrainian Language", should therefore be aimed not merely at mastering theoretical concepts but at ensuring continuous and targeted practice in speech development. Of particular significance are educational tasks that reproduce common communicative challenges of contemporary public discourse and focus on overcoming them. Systematic work with lexical inaccuracies, non-standard syntactic constructions and hybrid language forms in texts of various genres contributes to the formation of stable skills of normative and stylistically appropriate professional communication.

The effectiveness of language training is greatly enhanced by working with professionally oriented materials. Interpretation of professional texts, systematization of the terminological apparatus, observation of the functioning of lexical and grammatical means in specialized discourse contribute to the formation of linguistic confidence of the future specialist. Such types of activities gradually integrate language knowledge into the professional picture of the world of the student.

A separate role in the development of speech skills is played by tasks of a productive nature, appealing to interdisciplinary connections and the cultural context. Independent processing of information sources, preparation of oral and written messages stimulate intellectual activity and expand humanitarian horizons. The combination of training and creative learning strategies creates conditions for deeper assimilation of the material, activation of thinking and gradual formation of a holistic system of speech skills necessary for professional and social interaction.

Modern educational practices are increasingly based on the involvement of digital tools and variable forms of interaction, which changes the nature of the cognitive activity of education seekers. The use of electronic environments, visual and audio teaching aids creates conditions for the activation of analytical thinking, stimulates creative approaches to information processing and forms readiness for autonomous educational activities. It is these qualities that determine the success of the future specialist in the professional and social dimensions.

Educational programs aimed at the founding of speech skills go beyond the simple assimilation of theoretical material. They are focused on the development of the capacity to transfer acquired knowledge to real communicative situations, to adapt speech to specific conditions and professional tasks. This approach ensures the integration of language training into practical activities and contributes to the configuration of an integrated system of competencies necessary for effective interaction in modern society.

Knowledge of the peculiarities of the functional styles of the Ukrainian language is an significant component of the scientific and professional activity of

future specialists in the agricultural industry. Of particular importance is the mastery of the basic characteristics of the scientific style, among which are objectivity of presentation, conciseness, informativeness, terminological richness and logical consistency.

The acquired knowledge and skills are used during the performance of educational and scientific works of various genres: essays, course and qualification works, scientific articles on agricultural topics. The first attempts to create scientific texts by students who have mastered the specifics of the scientific style testify to the creation of skills for correct structuring of the material: the text contains an introduction, the main part, conclusions and a bibliographic list. In the introduction, as a rule, the relevance of the chosen problem is substantiated, taking into account the unavoidably of agricultural science and production, the purpose of the research is formulated and its tasks are determined.

Mastering the peculiarities of the official business style is an substantial stage of preparing students for future professional activity in the agricultural sphere, because it is impossible to imagine a competent specialist or manager without the established skills of keeping business documentation and the ability to draw up official and management documents.

For future specialists and managers of the agricultural industry, the creation of public speaking skills is no less significant. The ability to select and structure material, logically build the composition of the performance, establish effective interaction with the audience contribute to the achievement of high results in professional communication with various target groups.

The skills of working with diction and speech normativity, which is a necessary component of the professional activity of a specialist in the agrarian sphere, regardless of the level of the position held, acquire special importance. The teacher's professional activity is primarily aimed at forming students' awareness that language is not only an ethnic feature, but also a fundamental component of the spiritual culture of the people, their folklore, literature, religious and philosophical traditions, art and worldview in general. Language does not appear as an abstract scientific

discipline or a mandatory educational minimum, but as a key factor in the personal and professional improvement of the future specialist, in particular in the agricultural sector.

It is indisputable that there is no more powerful means of influencing a person in the world than the language and culture of the people, which contribute to the moulding of the intellectual level, national and cultural self-awareness and patriotic values of a citizen of his state.

Modern specialists in the engineering and technological direction in the agricultural industry often perform management functions, participating in the advancement of methodical and regulatory materials, processing of technical documentation, preparation of reviews, expert opinions and other official texts. In the process of making and implementing management decisions, they need to possess generally accepted management vocabulary, norms of official business style, as well as skills in conducting business and commercial correspondence, which ensures effective professional communication.

In this way, the practice of a modern specialist in the agricultural sector involves the creation of a set of competencies that make it possible not only to perform professional duties qualitatively, but also to effectively interact with people in the conditions of production and management activities.

Professional competence is a significant factor that ensures the successful social integration of the graduate and his competitiveness in the professional environment. Language acts as a leading means of learning about reality, through which a person masters the forms of interpersonal relations, assimilates the moral, ethical and cultural values of his people.

Providing language training for future specialists in the agricultural industry, it is indispensable to create conditions for their intellectual, emotional and spiritual development, to form readiness for professional activity and active nationhood. At the same time, it is essential to encourage the fact that universal and national-cultural values become a component of students' personal experience and worldview orientations

In modern conditions, qualitatively new requirements are put forward for the training of specialists in various fields in institutions of higher education. It is not enough for a graduate of a modern university to possess only professional knowledge in his professional sector, an important component of his professional competence is also the ability to use the language at an appropriate professional level.

New approaches to language training in an agricultural institution of higher education involve a professionally oriented orientation of the entire educational process; activation of communicative and motivated activities of students; taking into explanation the communicative needs of the future engineer in professional interaction with colleagues; specifics of oral and written professional communication; confidence on already formed language, speech and communication skills of education seekers.

Professionally oriented communication is implemented both in an official and unofficial environment: during professional conversations, speeches at scientific conferences, production meetings, collective discussions, as well as in the process of gathering business documentation.

In this regard, the content of teaching the Ukrainian language should be professionally and communicatively oriented. It is also critical to clearly define the goals of teaching the Ukrainian language to students of technical specialties. The educational discipline arouses stable interest only if students realize the practical significance of the acquired knowledge and the possibility of its use in future professional activities.

The purpose of teaching the language to students of non-philological specialties is to achieve such a level of language competence that will ensure effective practical use of the Ukrainian language in the professional sphere. Vocationally oriented training involves the focus not only of the content of educational materials, but also of all types of learning activities on the formation of professional skills and abilities. It is not enough for a modern graduate of a higher

school institution only to read and understand professional texts, he must freely use the language in various communicative situations of professional communication.

The language training of the specialty is aimed at solving a number of basic tasks. First, it is the development of communicative skills in the main types of speech activity: reading, speaking and writing. Learning to read involves mastering all its types and the capacity to work with texts of various genres, in particular with special literature. The formation of dialogic speech skills consists in the proficiency to conduct a professional conversation and exchange professionally significant information. Mastering monologue speech involves the aptitude to give reports, messages, and express one's own position in arguments during scientific discussions. The result of learning to write is the formation of the ability to write annotations, essays, as well as draw up business documents of various types.

Secondly, an important task is the assimilation of the system of language knowledge, which covers phonetic phenomena, grammatical forms, word-forming models and the lexical composition of the language. The formation of language knowledge is carried out everywhere the course of study, since each topic or communicative situation is related to the corresponding language and speech media.

Thirdly, learning the language of the specialty involves mastering the minimum necessary amount of professional vocabulary and special terminology in the Ukrainian language. The assimilation of the terminological apparatus determines the need for students to develop skills in working with special dictionaries, glossaries and reference publications by profession.

The effectiveness of teaching the Ukrainian language to students of technical specialties, taking into account their future profession, largely depends on the use of professionally oriented texts in the educational process. When selecting such materials, it is requisite to take into account the specifics of the relevant field of knowledge and typological features of professional texts.

In the practice of teaching the Ukrainian language in an agricultural institution of higher education, texts of a general scientific and highly specialized

nature occupy a leading place. Working with them contributes to the active involvement of students in educational and professional activities and mastering the lexical-grammatical and conceptual apparatus of the language of the future specialty.

Specially developed professional texts are an effective means of forming professional language competence. In order to fully master their content, it is necessary to form in students the aptitude to distinguish the structural and semantic components of the text, to determine its structural and semantic organization and communicative orientation. Successful processing of professional texts involves the ability to single out the introduction, the main part and conclusions, to distinguish between the main and additional information, as well as to find the material necessary for arguing one's own statements.

Increasing the effectiveness of professionally oriented teaching of the Ukrainian language requires the use of a complex methodical system that combines the content of terminological and textual minima, a communicative-activity approach to the assimilation of professional vocabulary and the integration of traditional and active teaching methods.

Mastering the terminological vocabulary of the specialty contributes to the formation of stable verbal networks, which are the basis of the preservation of terms in memory and a necessary condition for their adequate perception and productive use in professional speech.

Professionally oriented language learning should be transported out in close integration with specialized disciplines in order to deepen professional knowledge and form professionally significant personal qualities of future specialists. In this regard, the careful selection of the content of educational materials, which should reflect the current state of development of the relevant field, represent the latest scientific achievements and innovations of professional interest to students and contribute to their professional growth, acquires special importance.

In the process of learning the business Ukrainian language, an important role is played not only by the professional orientation of the content, but also by the

level of professional training of the teacher. In addition to general pedagogical and methodical competences, the teacher must have basic knowledge of the specialty that students master, as well as the appropriate terminological minimum. The lack of such training often leads to inaccurate interpretation of professional texts, distortion of their content and, as a result, to incorrect assimilation of educational material.

Therefore, one of the key factors of professional training of highly qualified specialists is the involvement of each student in active cognitive activity focused on the practical application of acquired knowledge and awareness of the areas and goals of their use after completing studies at a higher education institution. An important task of the educational process is to create conditions for the formation of future specialists' awareness of the importance of the chosen professional activity, the development of the ability to make independent decisions in difficult professional situations, which is a determining factor of their competitiveness in the modern labor market.

In order to effectively organize practical classes in business language, which are an important component of the course “Business Ukrainian language (in a professional direction)” and are aimed at the formation of professionally significant competencies of higher education applicants, a system of practical classes was developed, focused on the gradual formation of speech skills and abilities. One of the leading directions of methodical work in the process of preparing and conducting such classes was the selection of tasks of various forms and content, aimed at activating the cognitive activity of students, involving them in the educational process and increasing motivation to master the educational discipline.

The proposed system of practical tasks is focused on the development of various aspects of students’ personality, in particular language, communicative and professional competence, which ensures the holistic formation of business speech skills and effective professional communication.

Of course, within the framework of any practical classes in the discipline «Business Ukrainian language in the professional direction» cannot do without tasks of a reproductive nature. Such tasks include, in particular:

- correct placement of accents in words (for example: «агрономія», «інженерія», «індустрія», «ветеринарія», «сільськогосподарський» etc.);

- choosing the correct shape among the proposed options (for example: “привести” – “призвести”, “їх” – “їхній”, “компанія” – “кампанія”, “ділянка” – “дільниця”, “поставити підпис” – “поставити розпис” and others).

Such tasks are aimed at consolidating language norms, improving the orthoepic and lexical competence of students and preparing them for the practical application of language knowledge in professional communication. They constitute the basic stage of speech competence formation and serve as the foundation for the implementation of more complex communicative and professional tasks within the discipline.

Among the tasks of practical classes in the discipline «Business Ukrainian language by professional direction», the following can be distinguished:

- rewrite sentences and mark numerals with words;
- perform tests;
- rewrite sentences or words from the business sphere, inserting missing letters;
- determine to which style the texts belong;
- supplement the partially completed document.

Such tasks are important for the shaping of professional and speech competences of students, but it is impossible to limit yourself to them only during classes. Exclusively reproductive exercises can reduce the interest of students and have limited developmental potential. They also do not belong to interactive tasks, which involve active and equal interaction of students with each other and with the teacher.

To increase the efficiency of the educational process, it is advisable to alternate such tasks with partially searching exercises, in particular:

- make a phrase with the given words in different meanings that depend on the accent (for example: “колос”, “вигода”, “терен”, “поділ” and others).

Performing such tasks contributes to the improvement of analytical and critical thinking of students, improvement of spelling and lexical skills, as well as generation of the proficiency to apply language knowledge in professional communication.

Among the tasks of practical classes can be the following:

- utter the same phrase with different intonation;

- correct speech and grammatical errors in sentences selected from the language of mass media, advertising or popular songs;

- choose appropriate language etiquette formulas for addressing different categories of persons (for example, an elderly person, dean’s secretary, head of an agricultural holding);

- determine what means are used in the text to influence the addressee, and others.

At the same time, there are types of tasks that are particularly effective for the formation of linguistic and communicative competence of students. They significantly increase motivation to study, are interactive, research and creative in nature, contributing to the active involvement of students in educational and professional activities.

The practical orientation of the course involves the performance of a creative task – of compiling a resume. Students are provided with information about the essence of the resume genre, its structure, requirements for language, style and design, as well as an example of a standard document.

Its variability allows students to increase their interest in completing the task: the resume can be both real and fictional, the main thing is that it meets modern standards of design and language design of the document. Students can make a real resume for themselves at the moment, taking into account their exact data (for example, for part-time vacancies or work during vacations).

Alternatively, a resume can be created for the upcoming – period after graduation, when higher education students will apply for permanent employment in their chosen specialty.

Such a task contributes to the development of students' creative and communicative competences, the formation of practical business speech skills and the ability to adequately draw up professional documents.

Creative tasks, provided they are diverse, quickly checked with the teacher's comments and further discussed, should be used in almost every practical session. This approach contributes to the activation of students' cognitive activity, increases their motivation to study and ensures a stable interest in the discipline.

Students are particularly interested in tasks addressed directly to them and aimed at solving complex language problems. An example of such a task would be a proposal to determine whether their surnames are inflected and, if so, by what model.

In the process of completing this task, it is revealed that a large proportion of students are incorrectly overruling their own surnames. Most often, difficulties arise with male surnames ending in a consonant, regardless of its hardness or softness (for example: Козуб, Черкас, Валєр, Рейзбіх, Кубрак, Бондарук, etc.). According to the norms of the Ukrainian language, such surnames are declined, unlike their female forms. However, in many families there is a tradition not to cancel these surnames either in the masculine or feminine gender, which causes typical mistakes.

Another problem group consists of male and female surnames in -а, -я (for example: Канава, Мойса, Куделя, Рукавиця, etc.). The need to cancel them in both male and female versions turns out to be unexpected for many students.

A task of this type is problematic and requires methodical support from the teacher. It is appropriate to explain to students that in everyday communication, taking into account family traditions, they may not cancel the surname, but should be aware that, in accordance with language norms, surnames of these types are canceled. This rule must necessarily be observed in official documents and in situations of business and professional communication.

An effective means of forming linguistic and communicative competences, as well as increasing the effectiveness of the educational process, is the application of elements of research activity. Research tasks can be used at different stages and types of classes, while it is advisable to conduct an in-depth study of one's own speech at least once per semester.

Within this type of work, students are offered a task aimed at analyzing the individual characteristics of their own speech, its lexical composition and grammatical organization. In particular, students are asked to answer the following questions:

1. Are there parasitic words in your speech? If so, which ones?

2. Do words occur in the speech environment, the meaning of which is incomprehensible to you? If so, what are these words and what is your reaction to them (ignoring, guessing by context, referring to a dictionary, etc.)?

3. Do you use words whose meaning you do not know or do you know inaccurately? Give examples.

4. Do you use outdated words, jargon or professionalism in your speech? Give examples.

5. What parts of speech prevail in your oral speech?

6. What is the average number of words in sentences used in oral speech?

7. Do you use complex sentences in oral speech?

8. What are the differences between the grammatical organization of your oral and written speech?

9. Do you make lexical or grammatical errors? If so, which ones?

10. Do you notice lexical and grammatical errors in the speech of the environment? Which ones exactly? Are you trying to fix them?

11. Does your speech have individual characteristics that distinguish it from the speech of others (characteristic words, phrases, etc.)?

12. Is it always easy for you to clearly express your opinion? In what cases do difficulties arise?

13. Have there been situations where you have noticed the incoherence of your own speech?

14. Have you been granted any comments about the correctness of the speech? If so, which ones?

15. What is your opinion on your own speech will change in the future?

16. Do you notice changes in your own speech compared to last year? If so, what are they?

The experience of conducting such a study proves that the vast majority of students take this task seriously, consciously and interestedly, striving to answer all questions as accurately and reasonably as possible. Performing such research tasks contributes to the development of language reflection, self-control and conscious improvement of the speech activity of future specialists.

Business communication skills are of particular importance in the agricultural sector as one of the most in demand in modern Ukrainian realities. Mastering the rules of official registration of documents, in particular official letters and business correspondence, as well as the ability to choose language tools in accordance with the requirements of the official business style are formed during the performance of organizational, contractual, executive, project and written tasks defined by the goals of practical training.

Practical classes involve familiarizing students with rhetorical and journalistic strategies for presenting the results of activities and conducting business negotiations. Thus, educational classes cover a significant amount of content information, which contributes to the formation of valuable knowledge and communicative skills necessary for future professional activity in the agricultural sphere among education seekers.

The aptitude to listen and adequately perceive the point of view of a business partner, take into account his interests and motivational factors, as well as construct trusting interpersonal relations between business entities contributes to the formation of a favorable psychological climate and increasing the capability of business interaction.

Business communication thus ensures not only the substitution of information, but also the foundation of stable professional contacts, a deeper understanding of the partner’s intentions and expectations, and the formation of an atmosphere of commonplace trust. This, in turn, has a positive effect on the

efficiency of business processes and the quality of professional activity in the agricultural industry.

Educational modeling of business communication situations is an effective tool for developing students' professional skills and abilities. Imitation of real production and management situations, within which education seekers perform certain roles, contributes to the awareness of the peculiarities of behavior in various communicative conditions and the formation of the proficiency to effectively interact with business partners.

At the same time, this form of work ensures the expansion of students' active and passive vocabulary, as it involves mastering professional terminology and its normative use in the context of business communication. In general, educational modeling of business communication situations is one of the key means of preparing students for future professional activities in the agricultural sector.

Business communication is implemented in various forms, in particular through direct contacts, business correspondence, telephone negotiations, participation in meetings and negotiations. In each of these forms, social interaction of partners takes place, aimed at achieving socially and economically significant results, such as concluding contracts and agreements, establishing partnership relations, implementing joint projects, etc. The ability to choose an adequate form of communication according to a specific professional situation and apply the necessary competencies to achieve the planned result is important.

Thus, within the framework of studying the academic discipline, students direct their efforts to the formation of skills and abilities necessary for real business communication in a professional environment.

They master the norms of speech etiquette, features of formal and informal professional speech, basic concepts and terminology of professional language, acquire the skills of conducting business correspondence, as well as analyzing and interpreting verbal and non-verbal means of communication.

In addition, students gain practical experience of professional communication by mastering the communicative space of active interaction with colleagues, potential partners and employers, as well as during the presentation of projects and self-presentation of the results of their own activities. In the process of forming a culture of business communication, tolerance and respect for national traditions and cultural values are fostered, which is an important component of the professional training of future specialists in the agricultural industry.

The forming of communicative skills in the process of professional training of students of the agricultural industry is not limited to mastering the norms of business communication and professional interaction. The further development of these skills is promptly related to the creation of the speech culture of the future agricultural specialist as a systemic quality of personality, which ensures the effective use of language resources in professional activities. It is the level of configuration of speech culture, which covers knowledge of the patterns of functioning of language and speech and the qualification to apply them to solve professional tasks, that determines the success of professional communication, opportunities for career growth and social integration of the graduate.

The relevance of purposeful and systematic generation of speech culture is determined by the modern requirements of the labor market for specialists in the agricultural sector, for whom the aptitude to interact within the team, conduct business negotiations, communicate with consumers of products and partners of the enterprise are components of professional competence. In this regard, language training in a higher education institution is seen as the next stage of personality development, which logically continues previous educational experience and requires holistic, step-by-step pedagogical support.

At the time of admission to the institution of higher education, the applicant already has a certain amount of knowledge, abilities and skills in the Ukrainian language and speech culture, and also has individual communication experience in various social and professionally oriented areas. In the process of studying at a higher

education institution, the formed language base either expands and improves, or undergoes transformation under the influence of educational, social and psychological factors. Therefore, the level of speech culture in the first years of student education is largely determined by the previous language and communication experience acquired even before entering the university.

Students of the first years of agricultural institutions of higher education need special attention in this context, since it is at the initial stage of education that adaptation to the new requirements of academic and professional broadcasting takes place. The foundations of the general culture of the individual and speech culture, in particular, are laid during the period of study at the institution of general secondary education during the study of the course «Ukrainian language», which determines the continuity and continuity of language training.

Communicative competence involves mastering all types of speech activity, the basics of the culture of oral and written speech, as well as the abilities and skills of using language tools in various spheres and situations of communication, taking into account the experience, interests and psychological characteristics of education seekers.

Linguistic and linguistic competences involve the assimilation of knowledge about language as a symbolic system and social phenomenon, the peculiarities of its structure, development and functioning, as well as the mastery of general information about linguistics as a science. An important component is mastering the basic norms of the Ukrainian literary language, enriching the vocabulary and grammatical organization of speech of education seekers, forming the ability to analyze and evaluate linguistic phenomena and facts, as well as the ability to use various types of linguistic dictionaries.

The implementation of the competence approach in language education involves the achievement of a number of results, in particular, the improvement of speech communication skills, familiarization with the systematic organization of language, the basics of speech culture and the provisions of the theory of speech influence, that is, the purposeful and optimal use of language means and speech

mechanisms to achieve communicative goals. As a result, the student of education must learn to distinguish functional varieties of language, model speech behavior in accordance with communication tasks, carry out conscious selection and organization of language tools in order to achieve communicative efficiency.

The formation of language competence involves systematic teaching of the norms of the modern Ukrainian literary language and functional styles of speech, primarily scientific and official-business, in view of the growth of their role in educational and professional activities. It is these styles that are basic for academic communication and further professional implementation of future specialists in the agricultural industry.

Assessment of the level of formation of language and communicative competences of students of an agrarian institution of higher education at the beginning of studies, carried out on the basis of pedagogical observation, testing and control sections, proves the presence of a number of problematic aspects. The analysis of written works of first-year students indicates an insufficient level of mastery of orthographic and punctuation norms of the Ukrainian language.

At the same time, the largest number of errors was recorded during the verification of orthoepic skills, which is manifested both in oral speech and in written works. In the modern agro-industrial complex, an erudite specialist capable of free and critical thinking who knows how to effectively apply knowledge of speech culture in professional activities is in demand. Such a specialist must be ready for research work, implementation of a personally oriented approach in designing a strategy for his own professional and personal development, capable of self-actualization within the framework of professional activity. It is the combination of professional competences, speech culture and personal qualities that ensures the formation of professional authority, social status and successful self-realization of a specialist in the agricultural industry.

In addition, the monotony of the grammatical structure, limited vocabulary, and the presence of speech errors of various nature can be traced in the

speech of students. This, in turn, negatively affects the formation of the main communicative qualities of speech – accuracy, comprehensibility, wealth, normativity and expressiveness, which a native speaker of a literary language should possess in a professional environment.

Changes in the national education system highlight the need to reconsider the role of language instruction in shaping the professional development of higher education students. In this context, communicative skills are not merely supportive tools but essential attributes that influence both the success of learning and the ability of future specialists to operate effectively in a rapidly evolving socio-economic environment.

The integration of digital technologies and innovative didactic approaches into the educational process creates new opportunities for the formation of speech skills. The use of remote formats, interactive forms of presentation of material and multimodal educational resources ensures the inclusion of students in an expanded communicative space, within which the assimilation of language norms is combined with awareness of cultural and social factors of speech. This approach contributes to the systemic development of language competence as an integral component of modern education.

Conclusions. The conducted research proved that the «Business Ukrainian language course in the professional direction» plays a key role in the formation of language and speech competence of students of higher education institutions of an agrarian profile, as it provides purposeful training of future specialists for professional communication in real conditions of industrial, managerial and scientific activity. The content and methodology of this course should be focused not only on the assimilation of language norms, but also on the formation of practical skills of effective business communication. In the course of the study, it was established that the effectiveness of teaching the discipline “Business Ukrainian in the professional direction” largely depends on the implementation of professionally oriented and communicative-activity approaches that ensure the integration of language training with the professional context of the agricultural industry. This approach contributes to the development of students’ ability to compile and edit business

documentation, process professional texts, participate in professional discussions, present the results of activities and conduct official business communication.

The methodical expediency of systematic use within the course of interactive forms and teaching methods, in particular, analysis of professionally determined speech situations, work with cases, role-playing games, modeling of service communication and project tasks, has been proven. The use of such methods ensures the formation of practical speech and communication skills and increases the level of motivation of students to master the norms of the modern Ukrainian business language.

The conclusions regarding the effectiveness of the use of multimedia and digital resources in the process of teaching the course «Business Ukrainian language in a professional direction» are practically significant. The involvement of electronic educational platforms, interactive presentations, video materials and online services contributes to the formation of a culture of business broadcasting in the digital environment, the development of professional writing and oral communication skills, and also ensures the adaptation of language training to modern conditions of professional activity.

It was established that the combination of classroom and independent work of students within the specified course, focused on the performance of practical speech tasks on agrarian topics, ensures the gradual and systematic formation of professional speech competence. A special role in this process is played by the tasks of compiling official documents, editing professional texts, forming terminological literacy and preparing public speeches.

The practical value of the research results lies in the possibility of using the proposed methodical approaches in the process of teaching the course «Business Ukrainian by professional direction» in institutions of higher education of an agrarian profile, during the development of educational and methodological materials, work programs of the discipline and special language training courses. The obtained conclusions can serve as a basis for further improvement of the content and methodology of language education of future specialists in the agricultural industry.

Prospects for further scientific research can be seen in the deepening of the methodological foundations of the formation of language and speech competence of students of agricultural specialties within the course «Business Ukrainian language by professional direction». In particular, the development and experimental verification of the effectiveness of the author's teaching methods, focused on modeling real professional and communicative situations of the agricultural industry, is relevant.

Further research is needed on the issue of improving the system for assessing the level of formation of students' professional speech competence, taking into account the practical orientation of the course, the specifics of business communication and requirements for professional writing. The creation of complex criteria and indicators for evaluating speech skills in the context of practical and project tasks is promising.

A separate direction of further research is the integration of digital educational technologies into the process of teaching the discipline «Business Ukrainian by professional direction», in particular, the development of electronic educational and methodological complexes, online courses and digital simulators for professional broadcasting. This will contribute to increasing the efficiency of students' independent work and the formation of business communication skills in the digital environment.

The study of the interdisciplinary relations of the course with professional disciplines of the agrarian direction is also promising, which will ensure the integrity of language and professional training of future specialists. In this context, it is important to study the possibilities of integrating language tasks into the content of specialized training courses.

Future research could focus on exploring how professional speech develops in contexts of international collaboration and academic mobility. Such studies would consider the demands of intercultural communication as well as the application of the Ukrainian language in formal business and scientific exchanges.

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Section 3

“Actual problems of education and personal development”

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UDC: 378

THE DEVELOPMENT OF CRITICAL THINKING OF SELF-EFFICIENT STUDENTS BY MEANS OF FOREIGN LANGUAGE

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Abstract. *The monograph investigates the development of critical thinking in higher education students as an integral component of self-efficacy, emphasizing the role of foreign language learning as a pedagogical tool. The study analyzes contemporary psychological, pedagogical, and linguodidactic perspectives on critical thinking, highlighting its cognitive, metacognitive, reflective, and value-oriented dimensions. Critical thinking is conceptualized as a multidimensional competence enabling learners to analyze, evaluate, and interpret information, formulate reasoned judgments, recognize alternative viewpoints, and make informed decisions. The research underscores the interrelation between critical thinking and self-efficacy, emphasizing that students’ belief in their capacity to solve problems and achieve goals is strengthened through the cultivation of analytical, evaluative, and reflective skills.*

The monograph explores the didactic potential of foreign languages, demonstrating that language learning promotes cognitive, communicative, and metacognitive development. Authentic texts, questioning techniques, discussions, debates, project-based learning, and case methods are identified as effective strategies for fostering critical thinking in a foreign language context. These methods engage learners in analytical reasoning, problem-solving, and decision-making, while enhancing argumentation skills, reflection, and self-regulation. The work also presents empirical findings from monitoring studies of bachelor’s, master’s, and PhD students, revealing that critical thinking levels increase with academic progression and age, with a significant proportion of students demonstrating sufficient or high competence.

The author provides a systematic framework for integrating foreign language learning with critical thinking development, offering practical exercises and methodological recommendations. The findings contribute to the theoretical understanding of critical thinking as a universal 21st-century competence and support the design of competency-oriented, learner-centered educational strategies aimed at preparing students for professional, social, and intercultural challenges.

Key words: *critical thinking, university students, foreign languages, self-efficacy, cognitive development, metacognition, pedagogical strategies*

Introduction. Ukrainian society is currently functioning under extremely challenging conditions caused by the ongoing war, prolonged stress, and uncertainty

about the future. These circumstances intensify the demand for specialists capable of critically analyzing information, creatively solving complex problems, and purposefully achieving their goals in unpredictable situations.

The contemporary stage of educational development is marked by profound transformations driven by globalization, the rapid advancement of information and communication technologies, and the increasing significance of human capital in the knowledge-based economy. In this context, the formation of an education seeker who is able to think independently, make informed and responsible decisions, critically evaluate information, and interact effectively in multicultural and multilingual environments becomes a priority task of modern education systems.

Within this framework, the development of critical thinking is regarded as one of the key competencies that determines the level of self-efficacy of the modern learner. Critical thinking is a complex integrative construct that encompasses cognitive, metacognitive, reflective, and value-motivational components of personality. It enables individuals to analyze, interpret, and evaluate information, substantiate their own viewpoints with well-reasoned arguments, recognize alternative perspectives, and make responsible decisions.

In terms of personal and professional development, critical thinking is closely interconnected with the phenomenon of self-efficacy, which reflects a student's belief in their ability to successfully perform tasks and overcome challenges in educational and professional contexts [3];[30]. Well-developed critical thinking enhances learners' autonomy, fosters self-regulation of cognitive activity, and contributes to readiness for lifelong learning.

A foreign language plays a particularly important role in this process, serving as a powerful tool for the development of both critical thinking and self-efficacy. Foreign language learning creates favorable conditions for activating higher-order thinking skills, developing reflection, improving argumentation abilities, and critically evaluating information through the lens of diverse cultural contexts. Engagement with foreign-language texts, participation in discussions, analysis of

problem-based situations, and completion of creative and communicatively oriented tasks stimulate conscious cognitive activity, broaden learners' intellectual experience, and strengthen their confidence in their own intellectual capabilities.

At the same time, an analysis of contemporary scientific research reveals a contradiction between the growing social demand for the formation of a critically thinking and self-efficacious personality and the insufficient development of comprehensive theoretical and methodological approaches to fostering critical thinking through foreign language education. Therefore, the problem of developing students' critical thinking remains **highly relevant**, and the search for effective means of its formation within the foreign language learning process requires further in-depth investigation. That is why the problem of forming students' critical thinking is **quite relevant**, and the search for effective means of its development requires detailed study.

The aim of the research is to characterize the most effective methods for the development of students critical thinking by means of foreign languages.

Research methodology. The general scientific methods (analysis, synthesis, comparative, systematization) have been used while writing the paper. The material has been presented according to the thematic principle. Comparative, typological and functional methods have been used for comprehensive research of the topic. The method of analysis has been used for a detailed study of the concepts «critical thinking», which made it possible, in particular, to study scientific viewpoints on the need for implementation. The method of synthesis made it possible to distinguish the role of foreign languages in the development of university students' critical thinking.

Analysis of publications. In contemporary scientific discourse, the problem of critical thinking has attracted sustained attention from scholars representing various fields of knowledge, including pedagogy, psychology, philosophy, and cognitive sciences. A historiographic analysis indicates that the concept of critical thinking has deep historical roots and has been interpreted within the framework of evolving educational paradigms from antiquity to the present day. In particular, Ukrainian researchers, when analyzing the phenomenon of critical thinking, frequently refer to a

wide range of definitions and theoretical approaches developed in previous historical periods, emphasizing the complexity of its evolution in both scientific thought and educational practice.

Among the key foreign scholars who have made a substantial contribution to the theoretical conceptualization of critical thinking, the works of Richard Paul and Linda Elder deserve special attention. These researchers developed a comprehensive model of critical thinking as a structured system of intellectual standards, skills, and dispositions aimed at analyzing, evaluating, and constructing well-reasoned judgments. Their conceptual framework has become a methodological foundation for numerous contemporary pedagogical studies and educational programs [1].

A significant contribution to the understanding of critical thinking from the perspective of developmental psychology was made by the American psychologist Deanna Kuhn. Her research focuses on the development of argumentation and informal reasoning skills in children and adolescents, demonstrating how these abilities influence the formation of critical thinking as a key cognitive competence [7].

Benjamin Bloom also exerted a considerable influence on educational theory through the development of his taxonomy of educational objectives, which systematizes cognitive processes such as analysis, evaluation, and creative thinking. Despite being formulated in the mid-twentieth century, Bloom's taxonomy remains highly relevant and continues to serve as a theoretical basis for designing curricula aimed at fostering critical thinking across various academic disciplines [4].

Ukrainian scholars have likewise devoted significant attention to the study of critical thinking, addressing both its theoretical foundations and pedagogical implementation. In particular, P. Saukh emphasizes that critical thinking has become a defining trend of the modern educational process and underscores the necessity of integrating innovative technologies and teaching approaches in response to the demands of the information society.

The works of O. Gorban and V. Fediyuk explore the formation of critical thinking in the process of students' socialization, focusing on the development of the

ability to consciously evaluate information within contemporary educational environments. I. Symkova, L. Baranovskaya, and A. Zasluzhena examine the development of critical thinking among future philologists, highlighting the effectiveness of specific pedagogical strategies aimed at enhancing higher-order cognitive skills [15].

A number of Ukrainian researchers investigate the interrelation between critical thinking, creativity, and reflection. For instance, O. Misechko and T. Litnyova analyze the synergy between critical and creative thinking as a factor in enhancing students' intellectual potential, while M. Lionenko and O. Huzar emphasize the role of reflective practices in stimulating critical thinking among primary school learners [18].

Within the context of ongoing educational reforms, scholars also address the formation of critical thinking as a key component of competency-based education. Nelya Rudnytska studies the structure of critical thinking and proposes criteria for its assessment in primary school students within the framework of the New Ukrainian School. The works of L. Usanova, I. Usanova, and O. Shtepa focus on the philosophical and pedagogical principles underlying the development of critical thinking in the system of competency-oriented training of future professionals. Furthermore, L. Kravchenko and O. Ilchenko clarify the essence of the concept of critical thinking and outline its specific features in the context of professional education [27].

Other studies highlight the application of critical thinking in specific socio-cultural and educational contexts in Ukraine. In particular, N. Reva examines the role of logic as a structural component of critical thinking and addresses challenges related to its teaching in Ukrainian higher education institutions. S. Kutsepal conceptualizes critical thinking as an effective means of countering information warfare, thereby emphasizing its heightened relevance under current socio-political conditions [15].

Thus, an analysis of contemporary publications by both Ukrainian and foreign scholars demonstrates that critical thinking remains an active and multidimensional area of scientific inquiry, encompassing fundamental theoretical issues as well as practical approaches to its formation within the modern educational landscape.

So, the **novelty of the research** is to find and analyze the most effective methods in the development of students' critical thinking by means of foreign languages.

1. CRITICAL THINKING IN THE STRUCTURE OF SELF-EFFICACY OF A HIGHER EDUCATION STUDENT

1.1. Critical Thinking in contemporary psychological, pedagogical, and linguodidactic research

"Education is not the learning of facts, but the training of the mind to think
(A. Einstein)

A specialist of the new generation, characterized by professional competence, cognitive flexibility, and the ability for lifelong learning, actively transforms the surrounding reality while promoting a value-oriented attitude toward knowledge and intellectual development. It is precisely a community of free, responsible individuals – capable of substantiating their viewpoints, transcending subjective worldviews, continuously expanding their professional outlook, and engaging in reflective analysis of their own professional experience that shapes the future of Ukraine as a democratic society. Such a society fundamentally rejects autocracy and totalitarianism, which lead to spiritual degradation and serve as sources of wars and conflicts. In this context, the development of critical thinking opens broad horizons for personal self-improvement, self-actualization, continuous growth, and the pursuit of professional excellence.

An analysis of contemporary scholarly perspectives confirms that critical thinking constitutes a multidisciplinary construct examined within philosophy, psychology, pedagogy, cultural studies, sociology, and related fields. This multidimensionality reflects the complexity of the phenomenon and its significance for both individual development and societal progress.

According to futurist, strategist, and technology consultant B. Marr, who relies on data from the World Economic Forum, critical thinking will become one of the most in-demand competencies in the global labor market by 2030. He emphasizes that modern individuals exist within an overwhelming flow of information, which requires the ability to critically evaluate content, distinguish objective and valuable information from misinformation and manipulation, and make informed judgments. Marr characterizes critical thinking as a vital skill of the future, noting that the capacity to analyze, evaluate, and filter information is unlikely to be fully automated in the foreseeable future. In particular, artificial intelligence may not be sufficiently effective in distinguishing between reliable information and fake news, which ensures the continued relevance of critical thinking for employers in the coming decades [16].

Despite the widespread recognition of its importance, the concept of critical thinking remains subject to diverse interpretations, with existing definitions emphasizing different aspects of this phenomenon. Thus, J. Dewey introduced the concept of "reflective thinking," defining it as active, persistent, and careful consideration of beliefs or supposed forms of knowledge in light of the evidence that supports them. Edward Glaser described critical thinking as an open-minded disposition toward thoughtful consideration of problems within one's experience, combined with knowledge of logical inquiry methods and the skills required to apply them effectively [7].

J. Haber, representing the American academic community, notes that as early as 1983 the state of California introduced a mandatory course in critical thinking for students, aimed at developing their ability to analyze, synthesize, defend ideas, and draw reasoned conclusions. In the United States, the Critical Thinking Foundation conceptualizes critical thinking as a mode of thinking applicable to any subject or problem, through which individuals improve the quality of their reasoning by skillfully analyzing and restructuring it. From this perspective, critical thinking is understood as self-directed, self-disciplined, self-controlled, and self-corrective thinking that adheres to high standards of intellectual rigor and involves effective

communication, problem-solving abilities, and the willingness to overcome egocentrism and intellectual bias [9].

E. Lai, synthesizing dozens of existing definitions of critical thinking, identifies three core aspects of this construct: reflective and deliberate thinking; goal-oriented thinking that meets standards of accuracy and adequacy and involves higher-order cognitive processes; and the use of strategies and mental models to solve problems, make decisions, and acquire new knowledge [26].

A widely accepted definition was proposed by P. Facione in The Delphi Report (1990), which summarized the views of 48 American and Canadian experts in critical thinking. Facione defined critical thinking as purposeful, self-regulated judgment that results in interpretation, analysis, evaluation, and inference, as well as in the explanation of the evidential, conceptual, methodological, criterial, and contextual considerations underlying such judgment [16].

Critical thinking is closely interconnected with information literacy, rhetoric, and creativity. Consequently, its primary educational goal lies in fostering autonomous individuals capable of systematic and independent thinking. Contemporary research increasingly addresses not only cognitive processes and thinking skills, but also approaches to the formation, development, and assessment of critical thinking. In this regard, the Partnership for 21st Century Learning identifies critical thinking as one of the interconnected “4Cs”: critical thinking, communication, collaboration, and creativity, viewing them as essential components of reflective, scientific, and social reasoning.

The Ukrainian philosopher V. Nadurak conceptualizes critical thinking as a skill involving the analysis of one’s own thinking for compliance with rationality criteria. According to the scholar, critical thinking presupposes mastery of three components: normative (knowledge of rational thinking standards), descriptive (awareness of actual cognitive processes, including heuristics and biases), and prescriptive (knowledge of methods for transitioning from habitual to rational thinking through sustained practice) [21].

M. Pochynkova, synthesizing various scholarly perspectives, defines critical thinking as a type of individual thinking based on the integration of logical, reflective, and creative skills, enabling individuals to make reasoned judgments, informed decisions, and generate new ideas under conditions of informational uncertainty and contradiction. O. Pometun similarly views critical thinking as a complex, multidimensional phenomenon - a specific mode of thinking that encompasses a system of mental strategies and procedures associated with high-level cognitive operations used for processing information, forming judgments, and making decisions [26].

L. Terletska identifies a set of key characteristics of critical thinking, including depth (the ability to penetrate the essence of phenomena), consistency (adherence to logical rules), independence (the ability to pose questions and seek new approaches), flexibility (freedom from stereotypical thinking), cognitive efficiency, and strategic thinking. S. Terno emphasizes that critical thinking is conscious, independent, reflective, purposeful, reasoned, controlled, and self-organized thinking characterized by doubt, flexibility, evidence-seeking, and verification of acquired knowledge [18].

According to O. Tyaglo, the goal of critical thinking lies in the systematic improvement of both the process and outcomes of thinking through critical analysis, comprehension, and evaluation. The scholar conceptualizes critical thinking as an algorithm – a sequence of coordinated intellectual actions that, when mastered, ensures effective cognitive performance. From the perspective of literary theory, critical thinking is understood as an analytical approach that deconstructs texts, examines their impact on readers, and explores the motives underlying their creation, thereby fostering reflection on one's own interpretive positions [27].

Synthesizing the above approaches, critical thinking may be defined as a universal competence of the 21st century – an individual's ability, readiness, and capacity to master high-level cognitive operations and information-processing strategies. It ensures intellectual autonomy, conscious judgment, freedom of thought, and the courage to defend one's views, while enabling the systematic overcoming of

cognitive distortions. As such, critical thinking characterizes a developed, modern, and harmonious personality capable of purposefully determining trajectories of personal and professional growth and exerting a constructive influence on the surrounding world.

1.2. Characteristics and main components of critical thinking

Critical thinking is traditionally associated with the development of American cognitive psychology, within which this concept was systematically conceptualized and introduced into educational theory and practice. It was American scholars specializing in cognitive processes who achieved significant progress in the study of critical thinking and gained internationally recognized priority in this field. Among them are J. Anderson, J. Bruner, D. Kluster, M. Lipman, S. Miller, D. Nadler, R. Solso, D. Halpern, and others. The ideas of critical thinking originated and evolved in the United States, where specialized courses aimed at its development were created and continue to function in numerous educational institutions.

In the second half of the twentieth century, the institutionalization of research on critical thinking was marked by the establishment of a specialized scientific and educational organization, the Institute for Critical Thinking, which united highly qualified experts in this field. Its founder was Matthew Lipman, Professor of Philosophy at Columbia University. M. Lipman is a prominent educational theorist, UNESCO consultant on education, and the author of the reflective model of education. Within this model, the emphasis is placed not on the mere acquisition of information, but on the comprehension of internal meanings and essential characteristics of the objects and phenomena under study. According to Lipman, thinking is a specific cognitive phenomenon acquired in the process of learning and open to continuous improvement, which explains the multiplicity of its interpretations across different scientific disciplines [24].

A significant milestone in the theoretical understanding of higher-order thinking was the development of Bloom’s taxonomy of cognitive objectives in 1956. The

American psychologist B. Bloom identified six hierarchical levels of cognitive activity - knowledge, comprehension, application, analysis, synthesis, and evaluation - thereby conceptualizing critical thinking as a form of higher-level cognitive functioning [4].

Critical thinking is commonly characterized by such features as purposefulness, depth, consistency, flexibility, efficiency, strategic orientation, and independence. It emerges most fully in situations where learners are confronted with a specific problem that requires analysis, decision-making, and the search for alternative solutions. Genuine thinking develops through intellectual effort and engagement with problem situations rather than through passive reception of information.

In a general sense, critical thinking is understood as the ability to reason logically, construct and evaluate arguments, conduct discussions and debates effectively, and make balanced, evidence-based decisions. In the educational systems of the United States and Canada, the development of critical thinking has been an integral component of teaching and learning for nearly half a century. In Ukraine, interest in critical thinking as an educational innovation intensified relatively recently, yet it is steadily gaining relevance within contemporary pedagogical discourse [10]; [11]; [15]; [21].

The implementation of critical thinking methodologies facilitates the transition from education focused predominantly on memorization to learning aimed at the development of independent, conscious, and reflective thinking. In the 1990s, American researchers K. Meredith, C. Temple, and J. Steele proposed the instructional framework Reading and Writing for Critical Thinking, which provided a practical answer to the question of how critical thinking can be taught. In recent years, similar approaches have increasingly appeared in Ukrainian educational research and practice [21].

An individual who demonstrates developed critical thinking skills is capable of effectively locating and verifying relevant information, evaluating alternative solutions, distinguishing reliable data from erroneous or manipulative content, making reasoned choices, and articulating logically substantiated judgments.

According to M. Lipman, critical thinking comprises six core elements: mastery of thinking techniques; the ability to formulate independent judgments; intellectual responsibility supported by sound argumentation; self-correction aimed at revising and improving one's own judgments; the ability to select appropriate evaluative criteria; and sensitivity to context, which involves understanding and adapting criteria to specific situations.

Critical thinking also plays a crucial role as a research tool, representing a complex process of creative reinterpretation of concepts and information. It is an active, multilevel cognitive process in which acquired knowledge is continuously differentiated and systematized according to its degree of validity, probability, and reliability. Importantly, the level of criticality depends not only on the volume of knowledge, but also on personal dispositions, values, and beliefs. In this regard, critical thinking is primarily directed inward - toward the analysis and evaluation of one's own reasoning, abilities, actions, and behavior.

According to D. Kluster, one of the defining features of critical thinking is ***independence***. In educational contexts grounded in critical thinking principles, learners formulate their own ideas, evaluations, and beliefs autonomously. While critical thinking does not necessarily imply originality in the sense of rejecting others' ideas, it presupposes conscious acceptance or rejection based on personal reasoning. Thus, independence constitutes a fundamental characteristic of critical thinking.

Another essential feature is its ***reliance on knowledge***. Information serves as the starting point rather than the final outcome of critical thinking. Complex reasoning requires the processing of extensive factual material, theories, and concepts. Consequently, critical thinking transforms traditional learning by individualizing and deepening the cognitive process, rendering it meaningful, continuous, and productive.

Critical thinking also begins with the formulation of questions and the identification of problems requiring resolution. As noted by J. Bean, the challenge of teaching critical thinking lies partly in addressing the diversity and complexity of

real-world problems that learners encounter. Furthermore, critical thinking necessitates convincing argumentation. A critically thinking individual not only proposes solutions, but also substantiates them with logical and evidence-based arguments, while recognizing the existence of alternative perspectives.

At the same time, critical thinking is inherently social in nature. Ideas are refined and validated through interaction, discussion, and debate with others. Although independence is a defining feature of critical thinking, it does not contradict its social dimension; rather, these characteristics complement one another [8].

Among the commonly identified indicators of critical thinking are i**ntellectual doubt**, the ability to pose meaningful questions, evaluation of the degree of confidence in one's beliefs, reliance on evidence, differentiation between facts and value judgments, recognition of manipulation, understanding of cause-and-effect relationships, and openness to alternative viewpoints. Doubt, in particular, serves as a cornerstone of critical thinking, as it enables individuals to reconsider their positions and acknowledge the possibility of error, thereby facilitating intellectual growth.

Synthesizing these perspectives, critical thinking may be defined as a form of higher-order cognitive activity characterized by purposefulness, reflexivity, justification, self-regulation, independence, and social interaction. It involves the analysis, synthesis, evaluation, and interpretation of information, the identification of causes, consequences, and alternatives, and the ability to revise one's position based on evidence and rational argumentation. Ultimately, critical thinking enables individuals to make informed decisions regarding what to believe and how to act, thus functioning as a fundamental competence for personal, professional, and civic life.

2. DIDACTIC POTENTIAL OF A FOREIGN LANGUAGE IN THE DEVELOPMENT OF STUDENTS CRITICAL THINKING

2.1 Foreign language as a means of cognitive, communicative and metacognitive development of the individual

In contemporary educational discourse, a foreign language is regarded not merely as a means of interpersonal communication, but as a powerful educational resource capable of fostering the multidimensional development of the learner's personality. This perspective extends beyond the traditional linguistic paradigm focused primarily on the formation of language skills and encompasses the influence of foreign language learning on cognitive, communicative, and metacognitive processes.

Cognitive development involves the processes of perception, processing, storage, and reproduction of information. Within the context of foreign language learning, cognitive activity is intensified through comprehension of linguistic meaning, analysis of language structures, and the formation of generalizations based on linguistic data. Such processes contribute to the development of memory, attention, logical reasoning, and the ability to generalize are core cognitive competencies essential for effective learning across disciplines [5]; [6].

Communicative development is associated with the formation of communicative competence, the ability to interact in intercultural contexts, and the use of language as a tool for solving practical problems, cooperation, argumentation, and adaptation in real-life communicative situations. Communicative approaches to language teaching, including role plays, discussions, project-based learning, and simulations, encourage active learner participation and facilitate the development of social and interpersonal skills.

Metacognitive development refers to the learner's capacity to become aware of and regulate their own cognitive processes through planning, monitoring, and evaluating learning activities. In foreign language education, metacognitive strategies manifest in reflective analysis of errors, assessment of the effectiveness of individual learning strategies, and deliberate planning of ways to improve language proficiency. This reflective dimension promotes learner autonomy, enhances intrinsic motivation, and supports the development of self-directed learning [4].

Psycholinguistic and linguodidactic research increasingly emphasizes the cognitive-communicative approach as a key mechanism for the integrated development

of students. This approach is based on the interaction between cognitive processes (such as thinking, analysis, and classification) and communicative actions (including communication, collaboration, and argumentation). Within this framework, the learner is viewed not as a passive recipient of linguistic knowledge, but as an active participant in the learning process who consciously selects learning strategies and acquires a foreign language through meaningful communicative engagement.

From this perspective, the acquisition of vocabulary and grammatical structures occurs not through mechanical memorization, but through deep comprehension of meaning within authentic communicative contexts. For instance, working with texts requires learners to analyze content, structure, and communicative intent, thereby stimulating higher-order cognitive skills such as critical thinking and analytical interpretation of information. Such activities reinforce attention, logical reasoning, and generalization abilities, which constitute the foundation of cognitive development.

Interactive communicative techniques - such as discussions, debates, and role-playing – further contribute to the development of argumentation skills and collaborative problem-solving. These forms of activity demand active intellectual engagement and the search for optimal solutions in dynamic communicative conditions, thereby enhancing cognitive flexibility and adaptive thinking [8].

Metacognitive strategies, understood as conscious actions aimed at planning, monitoring, and regulating learning processes, are particularly salient in foreign language learning. Mastery of a foreign language requires not only linguistic knowledge, but also the ability to reflect on one’s own learning progress, evaluate outcomes, and implement corrective measures. Empirical research indicates that the systematic use of metacognitive strategies positively influences academic achievement and language proficiency, particularly in English as a foreign language. Learners who engage in planning before task execution, monitoring comprehension during reading or listening, and evaluating performance after task completion demonstrate higher levels of both language competence and overall academic success.

Metacognitive reflection enables learners to identify gaps in their language proficiency, set targeted learning goals, and select more effective learning strategies. This capacity for self-regulation constitutes a crucial component of learner self-efficacy and is essential for the development of autonomous individuals capable of lifelong learning [8].

In summary, within modern education a foreign language functions not only as a subject aimed at developing communicative skills, but also as an effective means of fostering cognitive, communicative, and metacognitive development. It stimulates key cognitive processes, including attention, memory, and analytical thinking, while simultaneously promoting reflection and self-regulation of learning activity. The implementation of contemporary pedagogical approaches creates an educational environment that supports not only language competence, but also critical thinking, strategic learning, and successful adaptation to diverse intercultural contexts.

2.2 Approaches to fostering critical thinking through foreign language activities.

The formation of critical thinking in the process of foreign language learning is grounded in an integrative set of theoretical approaches that combine psychological, pedagogical, and linguodidactic perspectives. Within contemporary educational discourse, critical thinking is understood as a learner's ability to analyze, interpret, and evaluate information, formulate arguments, and make reasoned decisions in communicative situations. Accordingly, foreign language activity is viewed not merely as the acquisition of linguistic rules, but as a cognitively and communicatively meaningful process that enables conscious and purposeful language use as a tool for thinking and interaction.

Recent methodological research indicates that critical thinking occupies a central position within the competency-based approach to foreign language education, which emphasizes the integration of linguistic and cognitive activities. In

particular, the works of Tamara Polonskaya highlight that the effective development of critical thinking in competency-oriented foreign language instruction requires the systematic application of methods that encourage learners to analyze, compare, and critically evaluate information presented in a foreign language. Such an approach shifts the focus from reproductive learning to reflective and interpretative language use.

Modern studies also emphasize the effectiveness of a three-stage model of critical thinking development in foreign language classes, which includes the stages of challenge, comprehension, and reflection. At the challenge stage, learners activate prior knowledge and formulate expectations regarding new material. The comprehension stage involves purposeful engagement with new information, its analysis and interpretation. The reflection stage encourages learners to evaluate their own speech actions, judgments, and learning strategies, thus promoting deeper understanding and self-awareness [6]; [9]; [17].

The practical means of fostering critical thinking during foreign language activities are diverse and aimed at stimulating both speech production and higher-order thinking skills.

1. Working with authentic texts

One of the most effective means of developing critical thinking is the use of authentic texts, such as newspaper articles, literary excerpts, analytical essays, videos, fairy tales, and parables. Working with such materials enables learners not only to expand their vocabulary and grammatical competence, but also to analyze content, identify key ideas, compare perspectives, and express reasoned evaluations. This type of activity contributes to the development of interpretation, analysis, and evaluation skills, which constitute the core components of critical thinking.

For instance, during critical reading tasks, students are encouraged to identify the author’s main claim, examine supporting arguments, distinguish between facts and opinions, and assess the persuasive power of the text. Such tasks promote analytical reading and argumentative speaking, fostering the ability to engage critically with information in a foreign language.

Exercise: Critical Reading and Argument Evaluation.

Aim: to develop critical reading skills, the ability to analyze arguments, and spoken interaction based on an authentic text.

Material: an authentic article from a reputable source (e.g. The Guardian, BBC, The New York Times) on a socially relevant issue (e.g. "The Impact of Artificial Intelligence on Employment").

Procedure:

Stage 1. Pre-reading (Thinking activation)

Look at the headline and subheadings. Predict:

What problem is discussed?

Whose interests may be affected?

In pairs, list two possible advantages and two risks related to the topic.

Stage 2. While-reading (Critical analysis)

3. Read the text and identify:

the author's main claim;

at least three supporting arguments;

any assumptions the author makes.

Decide whether the arguments are based on:

facts, expert opinions, examples, or emotional appeal.

Stage 3. Post-reading (Speaking & evaluation)

5. In small groups, discuss:

Which argument is the strongest? Why?

Which argument is the weakest or questionable?

Express your position using the prompts:

I agree / disagree with the author because…

The text fails to consider…

In my opinion, the issue should be viewed from another perspective…

2. Questioning techniques, discussions, and debates

The systematic use of purposeful questioning by teachers and peers plays a significant role in stimulating learners' critical thinking. Questions such as "Why do you think so?", "What evidence supports this claim?", or "How does this viewpoint differ from the previous one?" activate analytical reasoning and promote deeper comprehension of linguistic material.

Discussions and debates conducted in a foreign language are among the most effective interactive forms for developing critical thinking. In the course of such activities, students formulate and defend arguments, evaluate opposing viewpoints, and reflect on the logic and persuasiveness of their reasoning. These practices not only enhance communicative competence, but also develop logical thinking, argumentation skills, and the ability to articulate one's position in a coherent and justified manner.

Exercise: Asking the Right Questions and Discussions

Aim: to develop critical thinking through purposeful questioning; to stimulate spoken interaction and reasoning in English; to enhance analytical and evaluative thinking skills.

Material: A short authentic or semi-authentic text (150–200 words) on a relevant topic (e.g. "The Use of Artificial Intelligence in Higher Education").

Procedure

Stage 1. Pre-reading / Warm-up

Students read the headline only.

In pairs, they answer:

What do you already know about this topic?

What would you like to find out?

Stage 2. Guided Question Formulation

After reading the full text, students work in small groups and formulate questions according to the following categories:

Clarifying questions

What does the author mean by…?

Who is directly affected by this issue?

Analytical questions

Why does the author consider this issue important?

What causes or factors are mentioned?

Discussions

How convincing are the author's arguments?

What evidence is missing or insufficient?

What might happen if this trend continues?

How could the situation be improved?

Each group selects one question from each category.

Stage 3. Oral Interaction (Question Exchange)

Students discuss and answer the received questions orally, using reasoned arguments.

Useful language prompts:

In our opinion…

The text suggests that…

We believe this because…

An alternative explanation might be…

Stage 4. Reflection

Students reflect individually and then briefly discuss:

Which type of question was the most difficult to formulate? Why?

How did asking questions help you understand the text better?

Which questions encouraged deeper thinking?

3. Project-based learning

Project-based learning enables the integration of foreign language instruction with interdisciplinary content and real-world problem-solving. Project activities typically involve research, information selection and evaluation, justification of conclusions, and presentation of results. This comprehensive approach activates cognitive and metacognitive processes, promotes learner autonomy, and fosters the development of independent decision-making skills.

By engaging in project work, students learn to critically assess sources, synthesize information, anticipate potential challenges, and collaboratively develop solutions. Such activities contribute to a deeper understanding of language material while simultaneously enhancing critical thinking, creativity, and responsibility for learning outcomes.

Project-Based Exercise: Designing a Sustainable Campus Initiative

Aim: to develop critical thinking and problem-solving skills through real-world project work; to stimulate spoken interaction and collaborative reasoning; to enhance analytical, evaluative, and creative thinking abilities.

Stage 1. Project Introduction (Problem Setting)

Scenario: Your university aims to become more environmentally friendly. The administration has tasked student teams with proposing a Sustainable Campus Initiative (e.g., reducing plastic use, energy efficiency, sustainable food options, waste management, or eco-friendly transportation).

Task: Each team must design a project that addresses a real problem, considering practical, social, and environmental factors.

Stage 2. Research and Critical Analysis

Students form small groups (3–5 members).

Research phase:

Collect data on current campus practices and environmental issues.

Identify key stakeholders (students, staff, administration, local community).

Critical questions to guide research:

What are the most pressing environmental issues on campus?

Which solutions are feasible and cost-effective?

Who benefits from these changes, and who might be negatively affected?

What are the potential obstacles to implementation?

Stage 3. Project Planning and Collaboration

Analyze the collected data and brainstorm ideas.

Plan a detailed project proposal including:

Goal(s) of the initiative;

Steps and timeline for implementation;

Resources required;

Possible risks and solutions;

Expected impact on campus life and sustainability.

Assign roles and responsibilities within the group.

Stage 4. Presentation and Debate

Each team presents their proposal to the class (3–5 minutes).

Classmates ask critical questions, using prompts such as:

Why do you think this solution is the most effective?

How would you measure success?

What alternative solutions did you consider?

Could there be unintended consequences?

Teams respond to questions, defending and justifying their choices.

Stage 5. Reflection

After presentations, students reflect individually and discuss:

What challenges did your team face while planning the project?

How did questioning and discussion help improve your ideas?

Which aspects of critical thinking were most useful in this project?

4. Case method and situational analysis

The case method and situational analysis are effective tools for developing critical thinking in foreign language learning, particularly in professionally oriented contexts. Students are presented with problem-based scenarios described in a foreign language and are required to analyze the situation, identify key issues, consider possible consequences, and propose reasoned solutions. These activities cultivate the ability to recognize problems, evaluate alternatives, and justify decisions based on logical reasoning and ethical considerations.

Case Study Exercise: Ethical Dilemma in Business

Aim: to develop critical thinking through analysis of real-life situations; to stimulate oral interaction and argumentation in English; to enhance analytical, evaluative, and problem-solving skills.

Stage 1. Introduction of the Case

Scenario:

A large tech company discovers that one of its popular products contains a defect that could potentially harm users. The management team must decide whether to:

Recall the product immediately (financial loss, reputation risk), or Delay the recall while investigating further (risking user safety).

Material:

A short authentic or semi-authentic text describing the scenario, including stakeholders' perspectives (company, employees, customers, media, regulators).

Stage 2. Individual Analysis

Students read the case and answer guided questions:

Who are the key stakeholders?

What are the risks and benefits of each option?

What ethical principles are involved?

Are there any assumptions in the stakeholders' arguments?

What could happen if the company chooses Option 1 or Option 2?

Can you propose an alternative solution?

Stage 3. Group Discussion

Students form small groups (3–5 people).

Each group discusses:

Pros and cons of each option;

Potential consequences for different stakeholders;

Their recommendation and reasoning.

Stage 4. Class Debate

Each group presents their decision and justification to the class (2–3 minutes).

Other students ask critical questions, such as:

What evidence supports your choice?

How would you respond if a stakeholder disagrees?

What long-term effects might this decision have?

Teams defend their position using reasoned arguments.

Stage 5. Reflection

Students reflect individually and discuss:

Which argument was the most convincing and why?

How did analyzing different perspectives help your thinking?

Which skills (analysis, evaluation, reasoning) did you use most?

In professionally oriented foreign language instruction, the use of interactive methods such as brainstorming, role-playing, business simulations, case studies, and project work ensures a close connection between linguistic competence and professional communication. At the same time, these methods intensify students' cognitive engagement and promote the development of analytical and reflective skills [7]; [9]; [11]; [12]; [13]; [17]; [21]; [24].

Thus, the means of forming critical thinking during foreign language activities encompass a wide range of pedagogical methods that integrate linguistic practice with analytical, evaluative, and reflective processes. The active use of authentic

materials, questioning techniques, discussions, project-based learning, and case analysis contributes to the development of not only language competence, but also general cognitive and metacognitive abilities. Such an integrative approach corresponds to contemporary educational requirements for training competent, autonomous, and critically thinking specialists capable of effective communication and lifelong learning.

3.1. MONITORING OF THE STUDENTS CRITICAL THINKING

To determine the level of students critical thinking, we conducted a monitoring study. To diagnose the level of critical thinking development among learners, the Critical Thinking Test by L. Starkey (adapted by Ye. L. Lutsenko) was used (***Appendix 1***) [20]. The methodology is aimed at identifying an individual's ability to analyze information, engage in logical reasoning, evaluate arguments, detect logical fallacies, formulate well-founded conclusions, and make rational decisions in problem situations.

The test consists of 27 multiple-choice items, each with one correct answer. All items have equal weight.

Assessment was carried out using a quantitative - qualitative approach, which combines score calculation with subsequent interpretation of the results by levels.

Each correct answer was awarded **1 point**. The maximum possible score is **27 points**. Items that were unanswered or answered incorrectly were awarded **0 points**. The total score was determined by summing all correct responses.

The obtained results were interpreted according to a three-level scale of critical thinking development: low, medium, and high.

The **low level (0–7 points)** of critical thinking is characterized by fragmented thinking operations and insufficient ability for logical analysis. Respondents at this level:

- rely primarily on emotional reactions and intuitive judgments;

- experience difficulties in distinguishing facts from evaluative judgments;
- tend to make unfounded generalizations and erroneous conclusions;
- do not consistently recognize manipulative arguments and logical fallacies;
- demonstrate a low level of reflection and cognitive self-regulation.

This level indicates the need for targeted development of analytical, logical, and reflective skills within the learning process.

The **medium level (8–20 points)** of critical thinking is the most common and is characterized by partially developed thinking skills. Respondents at this level:

- are able to analyze information and draw logical conclusions under clearly structured conditions;
- can distinguish facts from opinions in typical situations;
- occasionally make logical errors in complex or non-standard tasks;
- demonstrate selective ability in argumentation and evaluation of information sources;
- are capable of adjusting their judgments with external support or additional clarification.

This level indicates the presence of basic components of critical thinking and the need for their further systematic development.

The **high level (21–27 points)** of critical thinking is characterized by integrity, awareness, and flexibility of cognitive activity. Respondents at this level:

- effectively analyze, interpret, and evaluate various types of information;
- formulate logical and well-argued conclusions and judgments;
- easily identify logical fallacies, manipulation, and bias;
- demonstrate a high level of reflection, self-regulation, and metacognitive control;
- make well-reasoned decisions in complex and problem-based situations.

This level indicates a well-developed capacity for conscious, analytical, and responsible thinking.

The results of conducted survey are given in tables 1.1-1.3 and figures 1.1-1.4.

Table 1.1. The level of bachelor degree students critical thinking *(by number of respondents)*

	1st - year students	**2-nd - year students**	**3rd - year students**	**4th - year students**	**Total number of respondents**
LOW	32	36	40	44	**152**
SUFFICIENT	30	35	35	60	**160**
HIGH	16	20	24	28	**88**
Total	**100**	**100**	**100**	**100**	**400**

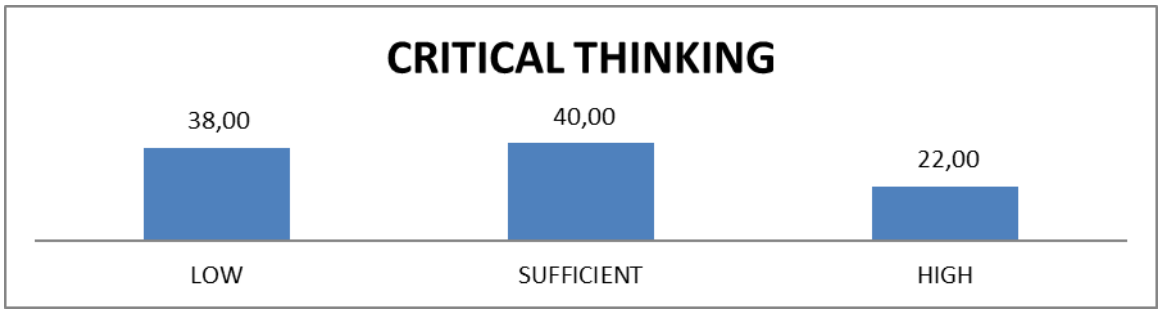


Fig. 1.1 The level of bachelor degree students critical thinking (%)

The results of monitoring (table 1.1) (fig. 1.1) showed that 38 % of bachelor degree students have a low level of critical thinking, 40 % - sufficient and 22 % have high level of critical thinking.

Table 1.2

The level of master degree students critical thinking *(by number of respondents)*

	First - year students	**Second - year students**	**Total number of respondents**
LOW	26	30	**56**

SUFFICIENT	35	39	**74**
HIGH	33	37	**70**
	100	**100**	**200**

The results of monitoring (table 1.2) (fig.1.2) showed that 28 % of Master degree students have a low level of critical thinking, 37% - sufficient and 35 % - have high level of critical thinking.

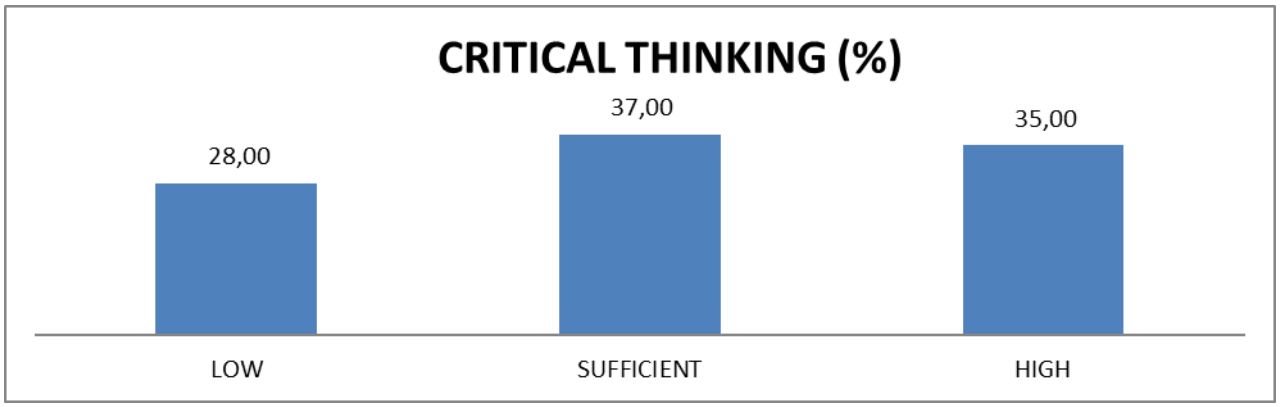


Fig. 1.2 The level of master degree students critical thinking (%)

Table 1.3

The level of PhD students critical thinking *(by number of respondents)*

	First - year PhD students	**Second - year PhD students**	**Total number of respondents**
LOW	9	11	**20**
SUFFICIENT	19	20	**39**
HIGH	20	21	**41**
	20	**80**	**100**

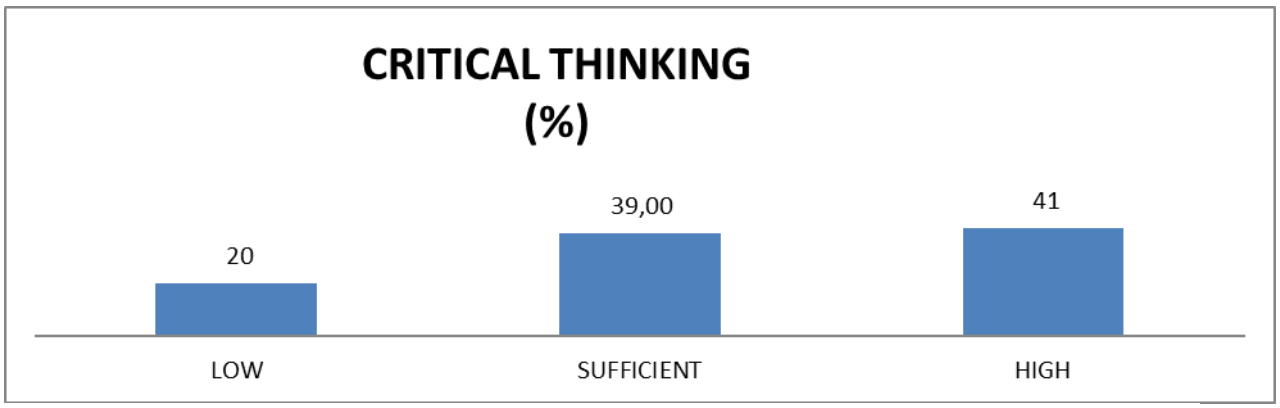


Fig. 1.3 The level of PhD students critical thinking (%)

The results of monitoring (table 1.3) (fig.1.3) showed that 20 % of PhD students have a low level of critical thinking, 39% - sufficient, 41 % – have high level of critical thinking.

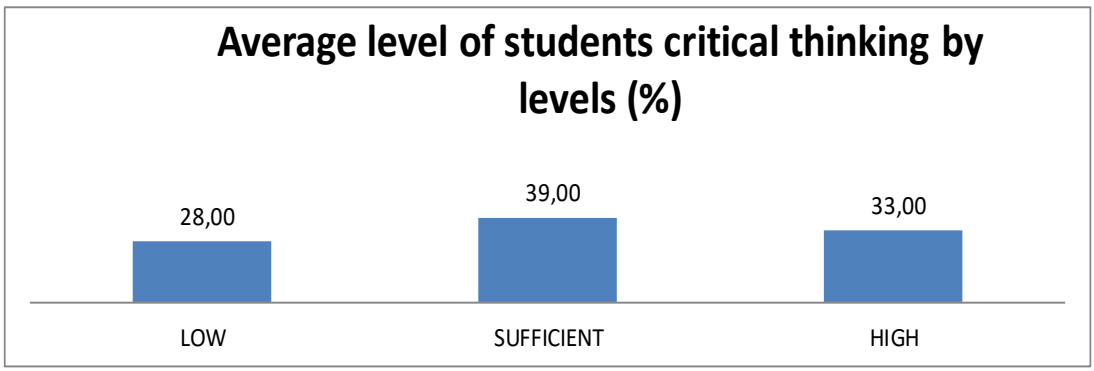


Fig. 1.4 The average level of students critical thinking (%)

So, the conducted research showed that less than a third of students – 28 % - have low level of critical thinking, less than half – 39 % – sufficient and more than a third – 33 % - high level of critical thinking.

Besides, the level of critical thinking increases with age, which may be explained by longer engagement in formal education, the development of metacognitive skills, and greater opportunities for reflective learning.

The application of a three-level model for assessing test results makes it possible not only to quantitatively determine the level of critical thinking development but also to provide a qualitative characterization of it. This ensures that

the research findings can be effectively used for the further design of educational strategies aimed at developing learners' critical thinking skills. It opens up a **perspective for a deeper study** of the conditions, factors and technologies for further development of the studied phenomenon.

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APPENDIX 1

CRITICAL THINKING TEST BY L. STARKEY (ADAPTED BY YE. LUTSENKO)

Instructions: In all tasks (except the first one), choose and mark **one most correct (appropriate)** answer. In the first task, choose and mark the **least correct** answer. You are given **30 minutes** to complete the test. Tasks that you do not have time to complete are considered unanswered.

1. You have successfully completed a job search and now have three different job offers to choose from. What could you do to thoroughly research potential employers?
a) Study their websites.
b) Check the news to see whether these companies are mentioned.
c) Research their financial situation.
d) Talk to people who work there.
2. Which conclusion is best for a judgment that begins with the words: *"Eight people in my group…"*?
a) Like meatballs, so I should like them too.
b) Live in the southern part of the city, so I must live there too.
c) Those who studied from Andrii's notes received a "satisfactory" grade, so I will receive the same grade.
d) Those who have already met the new rector like him, so I will like him too.
3. Which of the following is **NOT** an example of a persuasion technique?
a) Tiger-striped jeans can be purchased at your local hypermarket.
b) The best pasta is made with Torchyn sauces.
c) Vote for me and I promise that our universities will become better. My opponent just wants to cut the budget.
d) Our tires are not only more attractive, they also perform better on the road.
4. Which sounds like an argument?
a) I dreamed that I got a poor grade on the exam, and then it happened in real life. To get a better grade next time, I need to have a more positive dream.
b) Hanna wanted to drive better, so she took driving lessons and studied the car manual. Her driving really improved.
c) After the stormy wind last October, all the leaves fell from the trees. That's when I learned that leaves fall because of the wind.
d) When Maksym realized he had a cold, he started taking Coldrex. Four days later he felt much better thanks to taking Coldrex.
5. You are trying to choose one of three cars: a two-seat sports car, a two-door sedan, or a mini-SUV. Which is **not** an acceptable criterion for making the choice?
a) Price. b) Fuel consumption. c) Tire pressure. d) Trunk capacity.
6. Which decision is made based solely on emotions?
a) You hate winter, so even though it is too expensive for you, you choose a vacation in the Bahamas.
b) The university closes after a bomb threat.
c) Your company's revenues for the third quarter turned out to be much higher than expected.
d) You need a new mixer, so you check newspaper ads and buy one when it goes on sale.
7. In which case is it better to go to a library rather than search the Internet?
a) You are writing a report on recent Supreme Court decisions in your country.
b) You want to learn about the historical performance of stocks you plan to buy on the stock market.
c) You need to compare interest rates of several banks.
d) You want to learn more about the old city planning of your town.

8. You read in a newspaper about wage negotiations involving public transport workers. They threaten to go on strike tomorrow if their demands for higher wages and benefits are not met. Which of the following represents a conclusion from this scenario?
a) Health insurance payments are very expensive.
b) In the coming weeks, gasoline prices will cause ticket prices to rise.
c) People who commute by bus should look for possible transportation alternatives.
d) Employers never like meeting wage demands.
9. What is wrong with the following reasoning?
"Do you think we need new rules to control air pollution? I think we already have too many rules. Politicians do nothing but approve new restrictions and control us more and more. It's oppressive. Clearly, we do not need any new rules."
a) The speaker does not care about the environment.
b) The speaker has changed the topic of the discussion.
c) The speaker is running for political office.
d) The speaker does not understand the issue of pollutant emissions.
10. What should you **not** rely on when making an evaluative judgment?
a) Intuition. b) Common sense. c) Rumors. d) Previous experience.
11. Which statement represents an evaluative judgment rather than a fact?
a) My presentation was excellent. I am sure my boss will now promote me.
b) My presentation was excellent. All the clients told me they liked it.
c) My presentation was excellent. It deserved a bonus from management.
d) My presentation was excellent. This was stated exactly that way in my performance review.
12. Your dream is to spend a vacation in Indonesia. After analyzing the information, you decided that the trip requires $6,000. What is the best way to achieve this goal?
a) Cut discretionary (non-essential) expenses by $200 per month and save the money.
b) Ask family members and friends to give you money for the trip.
c) Sell your car to finance the trip.
d) Find a more financially reasonable place to spend your vacation.
13. What is wrong with the following statement? *"Ukraine – love it or leave it!"*
a) There is nothing wrong with this statement.
b) It implies that if you leave the country on vacation, you do not love it.
c) It does not tell you how to love it.
d) It offers only two options when in reality there are many more.
14. Which of these situations does **not** require problem solving?
a) When you brought a new computer home, you discovered that there was no mouse in the box.
b) When you got your photos back from printing, you found out they were not yours.
c) Everyone in your team wants to celebrate at the "Zustrich" restaurant, but you ate there just last night.
d) Your boss asks you to finish a report by tomorrow morning, but today is your son's birthday and you promised to take him to football this evening.
15. Which website is most likely to provide the most objective information about Abraham Lincoln?
a) *www.members.aol.com/LeeV/Lincolnlover.html*: the homepage of a history professor who wrote a book about Lincoln's presidency.
b) *www.southerpower.org/assassinations*: a website of a Confederate group (supporters of slavery during the Civil War) about famous political assassinations, mostly focused on Lincoln (who opposed slavery).
c) *www.lincolndata.edu*: a website of a historical preservation group that archived all of Lincoln's correspondence.
d) *www.alincoln-library.com*: the presidential library in Springfield, Illinois, dedicated to the biography of the sixteenth president.

16. What is the most likely cause of the following: *"Our hockey team was undefeated this season"*?
a) Other teams do not have new hockey equipment.
b) We have a new coach who works intensively with our team.
c) Some members of our team spent the summer at a hockey camp.
d) I wore my lucky sweater before every game.
17. What is wrong with the "logic" of the following statement?
"How can you believe his witness testimony? He's a convicted criminal!"
a) The fact that a witness has been convicted of a crime does not mean they are lying.
b) A convicted criminal cannot testify in court.
c) The speaker is biased against criminals.
d) The speaker clearly did not attend law school.
18. Which of the following is a well-reasoned judgment?
a) I got an "excellent" grade on the exam. Last night I was very tired, even though I only studied. To continue getting excellent grades, I need to stop studying so hard.
b) Your car runs badly. You just tried to explain to a new mechanic that you need an oil change. I bet he is the cause of your car problems.
c) I haven't vacuumed for several weeks. There is a lot of dirt and dust all over the floor, and my allergy has worsened. If I want my house to be cleaner, I need to vacuum more often.
d) The football team "Vorskla" (Poltava) has never won the UEFA Cup. Recently they won the Ukrainian Cup. "Vorskla" will soon lose again in the Europa League.
Read the text and answer the next two questions.
"I always knew I wanted to become a marine biologist. When I was six, my parents took me to an aquarium, and it fascinated me. In college, I gained experience on an ocean research cruise and decided to specialize in oceanography. The trip was sponsored by the Plankton Research Service, and our goal was to collect as many different types of microscopic plants and animals as possible to see whether the increase in the number of fishermen affects the marine ecosystem. Our group was divided into two teams to collect different types of plankton. Working with phytoplankton, especially blue-green algae, was wonderful. We measured chlorophyll levels in the water to determine where and in what quantities phytoplankton were present. Work went well because the water was clear, without turbidity or dirt."
19. What is phytoplankton?
a) Another name for chlorophyll. b) A microscopic plant. c) A microscopic animal. d) A type of fish.
20. The author says that her research group was determining whether an increase in the number of fishermen in the study area led to:
a) A positive impact on the local economy.
b) Depletion of fish resources.
c) An increase in employment for marine biologists.
d) A negative impact on the condition of the surrounding waters.
21. You want to sell your three-year-old car and buy a new one. Which website is most likely to provide the best information on how to sell your old car?
a) *www.autotrader.com:* current prices and reviews of new and used cars; advice on price justification.
b) *www.betterbusinessbureau.org*: free consumer and business education; counseling before starting a new business.
c) *www.newwheels.com*: research on every make and model among the latest offerings on the global car market.
d) *www.carbuyingtips.com*: everything you need to know before buying a new car.
22. Which of these explanations is the weakest?
a) Gas prices are so high that many people will no longer take long trips.
b) Tomorrow I won't be able to wear my new shirt because it is in the laundry.

c) Vasyl's homework was not ready on time because he did not turn it in on time.
d) This year we do not have new textbooks because the school budget was cut.

23. Which of these problems is the most serious?
a) Your lecturer is sick and will miss the class when you planned to take a difficult exam.
b) You lose a copy of your schedule and forget to prepare for a serious exam.
c) You cannot find one of the books needed to prepare for a serious exam.
d) An important exam turns out to be more difficult than you expected and includes questions you did not prepare for.

24. Which of these arguments is most important when evaluating information found on the Internet?
a) Authors who publish on the Internet are generally less competent than those in print.
b) Internet authors are usually biased.
c) Anyone can publish on the Internet; there is no guarantee that the material is objective.
d) Printed information is almost always more accurate than Internet information.

25. What is wrong with the following statement?
"American students do not agree that the letter grading system should be replaced with a numerical one. They fear that this could lead to their names being taken away and them being addressed by numbers!"
a) The conclusion is exaggerated.
b) There is nothing wrong with this statement.
c) Students should not take part in discussions about the grading system of their institution.
d) The judgment does not explain why the administration wants to eliminate letter grades.

26. Which of the following represents the real problem rather than just a secondary consequence?
a) Your bank charges 4% interest on every loan amount.
b) Your credit card limit was reached when you tried to pay in a store.
c) Every month you spend more money than you earn.
d) Last month, one fifth of your salary went only to paying interest on loans.

27. Which phrase is an example of hyperbole?
a) In a perfect world, there would be no wars.
b) That outfit would scare the skin off a cat.
c) You are not the best cook in the world.
d) He drives almost as fast as a NASCAR racer.

UDC 351:342.51

GENDER INEQUALITY IN THE MODERN WORLD AND GENDER EQUALITY IN PRACTICAL ACTIVITIES OF THE ORGANIZATIONS

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Abstract. *The article deals with theoretical and comparative analysis of gender inequality by examining international indices, legislative reforms, and the sociological origins of gender roles. The background of the article examines the evolution and current state of gender equality through the lens of global rankings and sociological transformations. It explores the conceptual shift from biological sex to "gender" as a social construct, analyzed within the framework of three pivotal societal shifts: the sexual, family, and gender revolutions. The methodology of the study utilizes a comparative analysis of international indices, specifically the World Economic Forum's Global Gender Gap Index, the UNDP's Gender Inequality Index, and the World Bank's Women, Business and the Law report. To compare the progress of 149 countries across four key dimensions: economic participation, health and survival, educational attainment, and political empowerment. The findings results highlight a significant global disparity in progress. While access to healthcare and education has nearly reached parity (over 95%), the gender gap in political representation and economic leadership remains substantial. The analysis identifies Scandinavia (Iceland, Norway, Sweden) as the leading region in gender mainstreaming, contrasted with the challenges faced in Islamic and post-Soviet countries. The article provides a detailed assessment of Ukraine's position, noting that while the country excels in educational and medical equality, it lags significantly in political representation and equal pay for equal work and in women's political representation. In conclusion the study emphasizes that achieving true gender equality requires moving beyond legislative reforms to the practical implementation of gender mainstreaming. It advocates for a gender management system and the adoption of successful international models (such as the Scandinavian welfare state) to integrate gender-responsive policies into public administration, particularly within the context of Ukraine's European integration.*

Keywords: *gender mainstreaming, gender equality, Global Gender Gap Index, gender revolution, legislative reform, public administration, public management, Ukraine's recovery, international models, integration, women's rights.*

Introduction. The article analyses the results of two studies by international organisations, "Women, Business and the Law 2019: A Decade of Reforms" conducted by World Bank experts with the involvement of external resources, and the non-governmental organisation World Economic Forum in Davos, dedicated to studying the situation with gender inequality in the modern world.

The purpose of the research is to provide a theoretical and comparative analysis of gender inequality by examining international indices, legislative reforms, and the sociological origins of gender roles.

Materials and the research methodology. A theoretical and empirical analysis of the problem of ensuring equality between men and women in law, morality and social practice is carried out in the article on the basis of analytical documents and studies by international organisations, as well as the works of domestic and foreign scholars, using a combination of methods: historical, comparative and a number of others.

Research problem. The World Bank report shows that over the past ten years, efforts have been made worldwide to reduce gender inequality through legal means. According to the World Bank, 274 legislative reforms have been implemented in 131 countries to this end, expanding women's rights in many areas of public life.

In the World Economic Forum's report on this topic, experts took into account changes in the status of women in 149 countries around the world in 2018 when compiling the ranking. According to the report, the main problem remains the insufficient participation of women in politics.

At the beginning of 2019, two influential international organisations published reports on the state of gender inequality in the modern world, sparking lively debate among experts and politicians in many countries. The World Bank published a report entitled “Women, Business and the Law 2019: A Decade of Reform.” In it, the Bank's experts analysed the changes made to the legislation of 187 countries over the past decade. Eight indicators were taken into account: remuneration, employment, running one's own business, managing assets, pension provision, freedom of movement, marriage and children [1].

The World Economic Forum also published its annual Global Gender Gap report in 2018. This year, experts compiled the ranking by assessing the status of women in 149 countries around the world according to four main criteria:

- economic participation and opportunity, including the gender pay gap and opportunities for career advancement;
- educational attainment;
- life expectancy and infant mortality;

- political empowerment.

The theoretical basis for these studies is the prevailing concepts of sex and gender in modern science, the practical application of which determines many processes in modern society. It is precisely the scientific justification of the category of ‘gender’ that sets the boundaries of gender stereotypes within certain gender systems and gender orders. On this basis, attempts are made to analyse the impact on gender equality of three social processes in the modern world. First and foremost, this refers to the sexual revolution, which significantly changed relationships between men and women in this sphere, which became the main cause of another revolution-the family revolution. Finally, the introduction of the category of ‘gender’ into social relations inevitably led to such changes in the role behaviour of men and women and in relations between the sexes in general that they also came to be called a revolution, this time a gender revolution.

Analysis of publications. Discussions on gender inequality have been going on for more than a decade. A complete review of the different opinions of various experts on this subject requires special research and cannot be the subject of a single article. Here, we would just like to note that women's studies, feminist studies, and later gender studies emerged in the last third of the 20th century under the influence of feminism, a political movement, and its intellectual ideas in this area. These areas of research have been developing in North American and Western European universities since the 1970s. The term “gender studies” itself is used in both a broad and narrow sense. In a narrow sense, it refers to a social constructiveness understanding of gender differences (since the term ‘gender’ was introduced into active scientific use by representatives of this particular theoretical direction). In a broad sense, which is more common today, it is a general term used to refer to research of various theoretical orientations and includes the disciplinary branches of gender sociology, psychology, anthropology, history, etc. Of particular interest are interdisciplinary studies based on a unifying paradigm that emphasizes the role of gender practices, strategies and conditions for achieving gender equality.

The aim of the article is to identify and analyze the structural, legal, and social mechanisms that influence gender equality in the modern world, with a focus on bench-marking progress and implementation strategies.

The objectives of the study are focused on identifying the theoretical, legal, and practical pathways for integrating gender-responsive management within the educational system, particularly in the context of Ukraine's recovery and European integration.

The scientific novelty of this study is defined by its integrated approach to reforming public management in the educational sector, specifically within the context of Ukraine's national recovery and European integration.

Research material. The prevailing view in gender sociology is based on the assumption reasons for interest in the problem of gender inequality should be sought by studying the origins and main directions of three revolutions in modern society: sexual, gender, and family.

Let us begin this study with an analysis of the essence and consequences of the sexual revolution, a process that unfolded most actively in the second half of the 20th century. The term itself first appeared in a humorous book by J. Terber and E. White in 1929 [6], and was later scientifically substantiated by the Austrian and American psychologist, one of the founders of the American school of psychoanalysis, W. Reich, in his book The Sexual Revolution in 1936 [7]. Like any revolution, the sexual revolution unfolds under the slogans of the struggle for social equality. In this case, we are talking about sexual equality between the sexes. Such equality, according to supporters of the sexual revolution, implies the elimination of all moral restrictions in the sexual sphere and the free realisation of people's biological needs. Morality, in this approach, is an outdated relic aimed at suppressing human nature and should therefore be discarded.

The gender revolution is an important step in the same direction. Its essence is people are not born male or female. They choose their own gender and are equal in all spheres of public life, competing in a wide range of social relations.

Thus, the very concept of "gender" separates social and biological sex. The main consequence of this is that the links between sex and its inherent set of social

functions, and, consequently, gender-specific behavioural characteristics, as well as the different rights and obligations characteristic of each sex, are denied. Ideologists of the gender approach assert that "at any moment of socialisation, the individual identifies himself or herself as either male or female. And since gender, unlike sex, is constructed, there may be not two (male and female), but many more (from five to nine) options for gender identification: transvestite, transsexual, etc."

How does the struggle for such a value system affect the legal and social status of men and women in practice? In the labour sphere, the historically established system of gender division of labour is actively changing, and the difference between male and female professions is blurring. Women are mastering not only new professions, but also new areas of production.

In marriage and family relations at the present stage, a number of processes can be noted: firstly, young people now marry later and these marriages are less stable, the number of divorces is constantly growing, and as a result, the number of single-parent families is also increasing; secondly, there are more and more egalitarian families (families of equals).

They are characterised by a more equitable division of household responsibilities and rights between spouses; thirdly, the family is becoming mainly nuclear, consisting of spouses and minor children; fourthly, various forms of non-marital unions are becoming increasingly common in our lives.

A striking illustration of this process was the legal consolidation of the possibility of same-sex marriages in a number of countries. In just the first decade of the 21st century, 15 countries on different continents equated same-sex marriages with traditional ones, enshrining this in legislation. In Europe, the countries with the most such marriages are Belgium, Spain, Iceland, the Netherlands, Norway, Sweden, Portugal, France, and Ukraine.

On other continents, such countries include Argentina, Mexico, South Africa, Canada, and several others [8]. In a disguised form, this trend is also evident in a number of other countries. All these revolutions undoubtedly mean greater

opportunities for achieving gender equality, especially in conditions where the state legislatively encourages this process. And the UN is making significant efforts to assess it regularly. The UN's special “United Nations Development Programme” (UNDP) uses a complex set of criteria to analyse the real situation with regard to women's equality in different countries - the Gender Equity Index.

This index assesses the real situation of women in different countries in three key areas: “Reproductive health care. Civil rights and opportunities. Opportunities in the labour market” [9]. The Gender Equity Index is based on three important components: transparent and detailed methodology, reliable statistical principles and consistency in the theoretical foundations. In its development, a 10-step methodology was applied to construct composite equality indicators, developed by the Joint Research Centre of the European Commission and the Organization for Economic Co-operation and Development.

The Gender Equality Index consists of six elements characterize women's equality in areas such as work, money, knowledge, time, power and health. To complete the picture of women's real opportunities, an analysis of the situation in two additional supporting areas is added: ‘intersecting inequalities and violence’ and 12 sub-areas. The index is measured in points ranging from 50 to 100 [10].

In 2010, the UN introduced another index, the Gender Inequality Index, as one of the integral indicators of the state of society. This rating is used in the UN Human Development Report. In it, zero indicates complete gender equality across all indicators, and one indicates complete inequality across all indicators. There are other research centres calculate this index. Among them, the non-governmental organisation World Economic Forum in Davos occupies a special place.

The WEF experts focus on analysing the dynamics of the Gender Gap Index. The organisation's first report, ranking most countries in the world, was published in 2006. At the end of 2018, the latest report was released.

This is a very detailed study, which, firstly, takes into account the gap between men and women in most areas of public life in a significant number of countries

around the world and, secondly, and very importantly, identifies the dynamics of its change over time. In particular, the 2018 study notes that “the world is moving very slowly towards the full realisation of women's potential. According to WEF calculations, at the current rate of change in the Index, full gender equality at the global level will be achieved in 108 years”.

According to the methodology of this study, each country receives a specific score in the gender equality ranking. The score reflects the percentage of the gender equality gap that has been closed, where 1 or 100% means complete equality and 0 means complete inequality. It is important to emphasise that the index reflects the gap in equality between the sexes, regardless of the level of a particular indicator. For example, a country where the level of education of men and women is equally low will have a high index value, as there are no gender differences in access to education.

In the World Economic Forum report on this topic, experts took into account the status of women in 149 countries based on four main criteria:

- participation in the economy and status in the labour market, including the gender pay gap and career advancement opportunities;
- access to education;
- life expectancy and infant mortality rates;
- involvement in politics.

According to this study, women in Iceland have the most opportunities in these areas. This country has ranked first in gender equality since 2009. It is followed by Norway, Sweden, and Finland. The top ten also includes Nicaragua, Rwanda, Namibia, the Philippines, New Zealand, and Ireland. The situation for women is worst in Islamic countries: Yemen, Pakistan, Iraq, and Syria. According to the report, the main problem remains women’s participation in politics. Here, the gender gap between men and women is 77.1%. Only 18% of ministers worldwide are women, and 24% of MPs. There are also few women in leadership positions in the economy and IT.

The indicators for access to healthcare and education are the best: here, the gender gap is closed by 95.6% and 95.4%. Ukraine ranks 75th in the ranking.

According to this indicator, the situation of women in Russia is worse than in Thailand (73rd place), the Dominican Republic (74th place) or Honduras (68th place). At the same time, there is virtually no difference in access to healthcare and education between women and men in Ukraine. Ukraine's ranking is lowered by the weak representation of women in politics.

According to a study by the World Economic Forum, the global gender inequality index in 2018 was 68%, meaning that the gender gap has been overcome by 68% out of 100. The greatest progress has been made in the areas of health and education, with global values for the corresponding intermediate indices at 96% and 95%. At the same time, the gender gap in the economic and political spheres remains significant, at 59% and 22%, respectively. According to the WEF's assessment, “no country has achieved full equality between men and women. Seven countries have come closest to gender equality, reducing the gender gap by 80% or more. These are Iceland, Norway, Sweden, Finland, Nicaragua, Rwanda and New Zealand. But even in these countries, the intermediate index of gender inequality in the political sphere is at the level of 50-60%, with the exception of Iceland, where it is 67%” [11].

Asian and African countries have achieved much less success in overcoming gender inequality. The gender gap was reduced by 49.9% in Yemen, 55.0% in Pakistan, and 55.0% in Iraq by 2018. By 2018, the gender gap had been reduced by 49.9% in Yemen, 55.0% in Pakistan, 55.1% in Iraq, 56.8% in Syria, and 58.0% in Chad. It is noteworthy 144 countries in which the WEF conducted research in 2017 and 2018, in 89 the situation in 2018 improved slightly compared to the previous year, and in 55 countries the situation even worsened.

What is the situation with gender equality in the post-Soviet space? Sociologists claim that Belarus, Moldova, and the Baltic republics have achieved the greatest success in reducing gender inequality. As already mentioned, Ukraine ranked 75th out of 149 countries in 2018. There are two main reasons for Ukraine’s lag in the Index: lower pay for women than men for the same work, and weak representation of women in politics compared to a number of other countries. In this

area, the gender gap has been reduced by 8.5% out of 100. As a result, Ukraine ranks 123rd in the world on this indicator.

According to sociologists, the gender gap is being overcome most slowly in the countries of the South Caucasus and Tajikistan, as well as in India and China. In particular, these countries rank last in the world in terms of the gender inequality index in the field of health, due to the skewed (in favour of boys) sex ratio at birth [12].

On the other hand, experts from the World Bank approach the assessment of gender inequality. It is based on an analysis of the legislative consolidation of equal rights for men and women in areas such as wages, employment, running their own businesses, managing assets, pensions, freedom of movement, marriage and children. It also assesses their dynamics over a 10-year period.

The World Bank report shows that over the past ten years, 274 reforms have been undertaken in 131 countries around the world with the aim of introducing changes to legislation designed to increase gender equality. In particular, 35 countries have introduced laws to combat sexual harassment in the workplace during this period, protecting nearly two billion more women than was the case ten years ago.

However, when assessing the overall situation regarding women's rights, World Bank experts concluded that women worldwide have only three-quarters of the legal rights enjoyed by men.

Many laws and regulations continue to hinder women's access to employment or starting a business. Furthermore, analysis shows that achieving gender equality requires more than just changes in the law. Laws must be meaningfully implemented in practice, which requires persistent political will, sustained efforts by women and men, and changes in entrenched cultural norms and attitudes. Ultimately, laws are only tools that empower women and encourage governments in different countries to guarantee women's full and equal participation in economic life.

Everything else is ensured by the constant participation of the whole of civil society in this process. Researchers analysed the changes that have been made to the legislation of 187 countries over the last decade, according to the report "Women,

Business and the Law 2019: A Decade of Reform". They were interested in how this has affected women's rights in practice. Eight indicators were taken into account: remuneration, employment, running one's own business, managing assets, pensions, freedom of movement, marriage and children.

A ranking was compiled based on the results. The average score was 74.71 out of 100, compared to 70.06 ten years ago. The highest scores were achieved by Belgium, Denmark, France, Latvia, Luxembourg and Sweden – countries where, according to the World Bank, men and women have equal rights in these areas. Overall, the leaders are the high-income countries of the Organisation for Economic Co-operation and Development (93.5), as well as Europe and Central Asia (84.70) and Latin America and the Caribbean (79.09).

The Arab countries of the Middle East are at the bottom of the list: Saudi Arabia has a rating of 25.63 points. Ukraine scored 73.13 points Burundi, Morocco and Uganda scored the same. It was surpassed by most post-Soviet countries, such as Armenia (83.13), Belarus and Ukraine (78.75), and Kazakhstan (75.63). World Bank experts believe that full equality has been achieved in Ukraine in terms of freedom of movement and property ownership. Regulation of marriage and motherhood is rated at 80 points, while issues related to starting a business and retirement are rated at 75 points each. The worst results relate to the areas of employment (50 points) and wages (25 points).

Discussion and conclusion.

In today's world, gender issues and the struggle for women's equality are the subject of active discussion not only among academics, but also in society as a whole. The driving force behind this attention is the active position of women's movements. Experts identify several models of women's movements in this area:

the pressure group model: the United States;

the left-wing feminism model: the United Kingdom;

the state feminism model: Sweden;

the single-issue movement: Italy;

the party-oriented model of women's movements: France;

and the mixed model of women’s movements: Germany.

In Ukraine, women's movements are also gaining strength. Each of these movements actively monitors the situation with regard to women’s equality, regularly publishes documents on the state of affairs in this area, and actively bases its actions on international legal documents on human rights. First and foremost, the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). The significance of this document is that, firstly, the Convention was the first to define the concept of discrimination against women as any difference, exclusion or restriction based on sex which has the effect of impeding, nullifying or impairing the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

Secondly, the convention contains specific recommendations on what states should do to eliminate inequality between men and women in practice at the present stage. In essence, states are offered a specific programme of action in this area.

First. To incorporate the principle of equality between men and women into their national constitutions or other relevant legislation, and to ensure, through law and other appropriate means, the practical implementation of this principle.

Second. Adopt appropriate legislative and other measures, including sanctions where necessary, prohibiting all discrimination against women.

Third. Establish legal protection of women's rights on an equal basis with men and ensure, through competent national courts and other government agencies, effective protection of women against any act of discrimination;

Fourth. Refrain from committing any discriminatory acts or actions against women and ensure that state bodies and institutions act in accordance with this obligation;

Fifth. Take all appropriate measures to eliminate discrimination against women by any person, organisation or enterprise;

Sixth. Take all appropriate measures, including legislative measures, to modify or abolish existing laws, regulations, customs and practices that constitute discrimination against women;

Seventh. Abolish all provisions of their criminal law that constitute discrimination against women.

An analysis of actual state practice shows that in order to effectively ensure equality between men and women, there is still much to be done by virtually all states on the planet.

Foreign experience in ensuring gender equality in the activities of social organisations.

The state gender policy, its goals, objectives and principles, directions and priorities for the medium and long term are determined by the gender strategy. The strategy serves as a tool for shaping state gender policy and monitoring its implementation by civil society, and can also be seen as an important stage in its development. It is designed:

– to define a system of requirements and criteria that reflect contemporary ideas about social justice in the distribution of roles between women and men in political and public life;

– to outline the prospects for the development of the welfare state in the context of strengthening gender democracy, raising the level of general and political culture in society, as measured by the opportunity for self-realisation of citizens and ensuring equal rights for women and men in all spheres of life [8].

Analysing global experience, we can say that today the most popular strategy is mainstreaming. The term “mainstreaming” refers to the integration of gender equality into the activities of government bodies at all levels. Achieving gender equality is seen not as a solution to an isolated, independent problem, but as a multifaceted, long-term process [9].

The term “mainstreaming” has several interpretations – integration, a comprehensive approach to the issue of equality between women and men. It comes from the English word “mainstream”, which in this context translates as “the general system of social organisation” [10]. In the English-language term for a

comprehensive approach to the issue of gender equality, “gender” – gender mainstreaming – emphasises that the starting point for the development of this approach is society as a whole.

Mainstreaming is a strategy that consists of introducing gender equality issues at all levels of social life by organising a system for taking them into account when making political decisions. Recently, the concept of mainstreaming has been actively developed within the framework of the activities of various European intergovernmental and national organisations. There is considerable experience in implementing this concept in Norway, Sweden, the Netherlands, Denmark and Finland [9].

A comprehensive approach to gender equality requires the organisation, improvement and evaluation of decision-making processes by those responsible for policy-making or involved in its implementation, taking into account gender equality issues. It aims to promote areas geared towards achieving equality in society as a whole. In line with the active development of gender processes, global trends have been noted, which are documented in international acts:

- globalisation of gender order in the world community;

- implementation of national state mechanisms to ensure equal rights and opportunities for men and women;

- global legislative consolidation of state provision of equal rights and opportunities for both sexes in national societies;

- convergence of the content of national state mechanisms’ approaches to ensuring equal rights and opportunities;

- convergence of features and characteristics of legislative consolidation of equal rights and opportunities in different countries, regions and national societies around the world;

- formation of a gender culture within the cultural system of modern civilisation.

Standards regarding equal treatment of women and men are part of EU legislation. In the countries of the British Commonwealth, a gender equality strategy

has been actively implemented in the system of public administration. The first necessary condition that contributed to this was the presence of political will [13].

In particular, a gender management system was created. It is defined as an interconnected system of structures, mechanisms and processes that manifests itself in existing organisational frameworks (such as government) in order to lead, plan, control and develop the processes of implementing the main directions of gender policy in all areas of organisational work, in order to achieve a higher level of gender justice [14].

The structure of gender management system aims to provide a sustainable, stable institutional framework for the implementation of gender policy. The main component of the gender management system is the gender management team, which includes permanent secretaries at ministries. In many Commonwealth countries, civil service commissions as part of the public administration system have been established on the basis of the reform of the British Private Service Committee [13].

An important function of the civil service commission is to support and protect traditional strategic values of the civil service, including in the context of a gender approach, namely: neutrality, merit-based selection, incorruptibility, and honesty. Each of these has a specific gender aspect. The strategy of supporting the neutrality of the civil service was implemented through its practical enforcement and preservation. The merit-based selection strategy was implemented by overcoming the limited application of the merit-based selection principle for women, which is based solely on the experience and skills that a person has acquired in the past, providing equal opportunities for both men and women [14].

In the countries of the Northern region – Denmark, Sweden, Norway, Finland and Iceland – gender issues have been resolved in the most optimal way. In 1952, they established the Nordic Council. The Council of Ministers of the Nordic countries is consistently and purposefully working to develop and implement policies on gender equality. Sweden is one of the countries with the highest degree of equality between men and women. In most government bodies, both sexes are represented almost equally. The female employment rate is 79%, one of the highest in the world

[9]. At the same time, the birth rate in this country is one of the highest in Europe. A well-developed social security system makes it easier to combine work with family responsibilities. Sweden's experience shows that all laws and government programmes on gender equality are based on a comprehensive approach to the issue of equality between men and women (gender mainstreaming). The main goal of Swedish gender equality policy is to ensure that men and women have equal rights to shape society and organise their own lives. Government policy comprehensively promotes this at the legislative level and expands the range of institutions capable of monitoring and coordinating these activities. Thus, state authorities provide Swedish citizens with:

- equal distribution of power and influence: women and men have equal rights and opportunities to be active citizens and create conditions for the decision-making process;

- economic equality between women and men: both sexes have equal opportunities to obtain adequate education and paid work in order to ensure economic independence throughout their lives;

- equal distribution of unpaid domestic work and care: women and men have equal responsibility for domestic work and have equal opportunities to provide and receive care on equal terms; women and men, girls and boys have equal rights and opportunities with regard to physical integrity. In Finland, as in other northern countries, gender equality is closely linked to the project of implementing the Scandinavian model of a welfare state [15]. The welfare state model aims to achieve social equality by providing citizens with broad social rights in addition to political and civil rights. There is a gender contract between the state and women, which is defined as the 'working mother' contract. It implies that the goal of state policy is to enable women to combine the roles of mother and worker in one. The above contract is mutually binding: on the one hand, social services enable women to participate in the public sphere, and on the other hand, by being employed in the labour market, women finance the activities of these services by paying taxes. Finland was the first country to introduce (in 1978) paternity leave for childcare. Parents with young

children have the opportunity to reduce their working hours until the child completes the first semester of school [16]. This strategy illustrates an attempt to highlight the role of men (fathers) in the family and to blur the gender boundary between the public and private spheres so that women are no longer automatically associated with the private sphere and men with the public sphere. Finland has an institutionalised system for controlling and monitoring compliance with the state's strategic objectives for ensuring gender equality. The Republic of Lithuania implements all the recommendations of the European Union, adapting its legislation to its requirements [17]. In particular, the Law "On Equal Opportunities for Women and Men" ensures the implementation of gender opportunities for all, as enshrined in the Constitution of the Republic of Lithuania. Article 3 of the current law states that government and administrative institutions, in accordance with their competence, are obliged to:

- enshrine equal rights for men and women in all regulatory and legal acts;
- encourage the initiation of cultural and educational programmes and activities to ensure the principle of gender equality.

To ensure effective implementation of this law, the office of Equal Opportunities Ombudsman for Women and Men was established and regulations "On the Ombudsman's Office and its Rules of Procedure" were approved. The Ombudsman's Office bases its activities on the principles of legality, impartiality and fairness. Every natural and legal person has the right to file a complaint with the Ombudsman regarding violations of equal rights [14]. This institution is very important given that the protection of one's rights in court or through administrative measures is another significant right that every person can exercise. The Czech Republic has adopted a national action plan entitled "Government Priorities and Procedures for Promoting Equal Rights for Women and Men". This is a fundamental strategic document that sets out plans to improve the status of women in the Czech Republic. The national plan has the following priorities:

- promoting the principles of gender equality as part of state policy;

- legal support for equal rights for women and men, raising the level of legal awareness;

- promoting equal opportunities for women and men in access to economic activity;

- equalising the social status of men and women in the sphere of care for children and family members [13].

The Federation of Bosnia and Herzegovina has ratified the Convention on the Elimination of All Forms of Discrimination against Women. The issue of gender equality in these countries has been placed at the heart of the development of national strategies and programmes.

In the United Kingdom, the Labour government has adopted a number of initiatives to implement UN and EU strategies. A commitment was made to introduce gender equality in public authorities [18]. This commitment led to the adoption of two rules for public authorities: to promote equality on the basis of race and for persons with physical disabilities. Based on this, the goal of UK legislative policy is to require public authorities to pursue active policies aimed at eliminating gender discrimination. Thus, this section examined aspects of ensuring gender equality in social sector organisations. The mechanism for ensuring gender equality has certain limitations that require legislative solutions.

Attention was drawn to the peculiarities and system of institutions whose activities are guaranteed by a number of regulatory documents and laws. It has been established that there is a discrepancy in salary levels, but both women and men are employed in such activities as social assistance and management.

Legal regulation of state gender policy in Ukraine is carried out by regulatory and legal acts at two levels: international and national. With the ratification of international documents, constitutional and legal regulation of equal rights for women and men in Ukraine is intensifying and deepening thanks to the specification of relevant constitutional norms in codes, laws, resolutions, decrees, orders and other legal acts at the national level.

Thus, the most popular global strategy today is mainstreaming. The term ‘mainstreaming’ refers to the integration of the aspect of gender equality into the activities of government bodies at all levels.

Practical aspects of research on ensuring gender equality in the activities of organizations.

Implementation of gender equality policy in the activities of organisations Ukraine has committed itself to promoting gender equality by ratifying a number of international instruments and adopting regulatory and legislative acts at the national level. In particular, the main components of institutional support for gender equality have been established and the legislative framework has been brought into line with international standards.

A strong sector of non-governmental organisations has developed, whose activities are aimed at combating gender inequality. At the national level, the following bodies are responsible for ensuring equal rights and opportunities for women and men in all spheres of society: the Verkhovna Rada of Ukraine, the Cabinet of Ministers of Ukraine, the Ministry of Social Policy of Ukraine, the Ministry of Justice of Ukraine, the Verkhovna Rada Commissioner for Human Rights, etc.

Gender-balanced participation in the processes of managing social development by social organisations, which requires not only the presence equal numbers of women and men, but also their conscious activity based on mutual respect for different views and positions and understanding of the differences in the experience and needs of each gender, is interpreted as gender parity. Achieving gender parity in the social sphere requires addressing three main tasks:

1) ensuring the representation of both genders in the management process;

2) developing human resource potential;

3) improving the state mechanism for ensuring gender equality.

Ensuring equal rights for women and men to access public service and service in local self-government bodies is provided for by the laws of Ukraine “On Public Service” and “On Service in Local Self-Government Bodies”. The purpose of

personnel policy in social sector organisations is to avoid. The aim of personnel policy in social sector organisations is to avoid excessive politicisation of personnel appointments, quota principles and traditional loyalty, which leads to blatant serving of corporate interests by officials, weakening of the personnel potential of government structures, and corruption in social sector institutions. Among the main tasks of state personnel policy, the following are priorities:

- developing mechanisms for attracting highly qualified specialists, successful entrepreneurs, employees in the financial and economic sphere, and talented graduates of higher education institutions to work in the spheres of state administration;

- strengthening the requirements for the moral qualities of persons involved in management activities in order to avoid possible manifestations of corruption and prevent conflicts of interest;

- applying modern personnel management technologies for the successful solution of management tasks;

- training and professional development of senior civil service managers capable of ensuring the effectiveness of state policy in the field of public administration and leadership in the implementation of administrative and economic reforms [19]. The authorised central executive body responsible for ensuring equal rights and opportunities for women and men is the Ministry of Social Policy [20]. The ministry's powers include coordinating and monitoring the system for ensuring gender equality in the activities of state bodies, which in turn ensures that the needs of both men and women are taken into account and reduces gender inequality in all spheres of society. Further reform of the Law of Ukraine "On Ensuring Equal Rights and Opportunities for Women and Men" will ensure the implementation of the principle of gender equality in society in accordance with the "Sustainable Development Goals of Ukraine for the period up to 2030" [21]. Ensuring gender equality is one of the main provisions of Ukraine's Sustainable Development Goals for the period up to 2030. The main tasks aimed at reducing gender inequality and

overcoming gender stereotypes are contained in the State Social Programme for Ensuring Equal Rights and Opportunities for Women and Men. The aim of the programme is to introduce European standards of equality and improve the mechanism for ensuring equal rights and opportunities for women and men in all spheres of society [22]. As a result of the programme's implementation, it is expected that the mechanism for ensuring equal rights and opportunities for women and men will be improved, which will contribute to the creation of a solid foundation for the comprehensive implementation of the provisions of the Law of Ukraine "On Ensuring Equal Rights and Opportunities for Women and Men", Ukraine's international obligations and the recommendations of international monitoring bodies on the sustainable implementation of gender equality principles [22]. As of 1 August 2018, the following persons are responsible for the implementation of gender policy in the Zaporizhzhia Regional State Administration: chief specialist, head of department, director of the Department of Social Protection of the Population of the Regional State Administration.

The implementation of gender policy in the region is carried out in accordance with the Comprehensive Regional Programme for the Health and Recreation of Children, Family, Gender Policy and Combating Trafficking in Human Beings for 2017-2021. By decision Zaporizhzhia Regional Council dated 26 January 2017 No. 57. In 2017, the programme's term was extended for 5 years. In accordance with this Comprehensive Programme, the following measures for the implementation of gender equality policy in the region have been identified. In addition, as part of cooperation with the Government of the Kingdom of Sweden in the field of financial and technical cooperation and in accordance with the agreement between the Ministry of Finance of Ukraine and the Swedish International Development Agency (SIDA) in 2018, the implementation of the project "Gender Budgeting in Ukraine" continued, which aims to promote and demonstrate possible approaches to the introduction of gender-responsive budgeting. Gender policy is being actively implemented in Ukraine. Real examples of this are the holding of gender and women's forums and

congresses. The forums are popular and productive platforms for discussion and communication on the topic of gender equality. The forums have resulted in the identification of shortcomings in the implementation of gender equality policy in the city and the development of ways to address them in the national context. The Zaporizhzhia City Council organised and held the First Women's Forum dedicated to the topic of women's leadership and women's and men's partnership as a guarantee of real positive change in society. An important component of the implementation of state gender policy is the step taken by local authorities towards gender public initiatives. The active position and direct participation of officials are important in the cooperation between the city and the public in identifying and implementing forms and methods of ensuring gender equality.

Among the methods used to facilitate communication between participants of the Women's Forum were master classes, presentations, and round tables on relevant topics. The topics discussed included women's fulfilment in their professions and businesses, women's leadership, the role of female leaders of different ages in the development of our region, women's unity and cooperation with men, women's activity in election campaigns, overcoming gender-based violence, etc. Well-known and successful women of different ages and professions from our city, who became key speakers at the event, demonstrated the possibility of being a leader by their own example. City residents, students, psychologists, teachers, lawyers, athletes, volunteers, and community activists also took an active part in the forum. The Women's Forum is an open space for everyone: for women and men, aimed at helping in further work in the field of gender: for equal rights, equal opportunities, partnership and shared responsibility. In addition, gender forums are held in Zaporizhia with the aim of promoting gender education. Led by the head of the Centre for Gender Education, advisor to the deputy head of the regional state administration, and associate professor at the Faculty of Social Pedagogy of Zaporizhzhia National University, the forum presented the experience of the All-Ukrainian Network of Gender Education Centres in Ukraine. The activities of local

civil society organisations were also presented, in particular the Zaporizhzhia Regional Centre for Social and Psychological Assistance of the Regional Council, the Regional Civil Society Organisation Association of Psychologists and Psychoanalysts "Interaction', and the organisation "Gender Z" emphasised the need for information and awareness-raising work. They also discussed specific assistance to victims of gender-based and domestic violence, both women and children, the creation of a gender-sensitive environment, and ensuring equal conditions for women and men at the regional level. In addition, the activities of the Department of Social Protection of the Population of the Regional State Administration, the current state and prospects for the development of the region in terms of ensuring equal conditions for self-realisation for all its citizens and the protection of socially vulnerable groups of the population were reported.

Non-governmental organisations in the social sphere play an important role in ensuring gender equality. In particular, charitable foundations. One of the main areas of their work is to foster gender sensitivity and a culture of gender equality. The charitable foundation "Unity for the Future" has conducted a series of training sessions on gender equality. Factors for optimising the development of gender equality in the activities of social organisations. Gender issues vary across countries, regions and specific circumstances. In addition, men and women have different needs and priorities, and the proposed programmes and projects have different impacts on these groups of people. The use of a gender approach should reveal this difference. According to the UN definition, the concept of a 'gender approach' is as follows: the process of assessing any planned approach, including legislation, strategies and programmes in all areas and at all levels, in terms of its impact on women and men [23]. A genuine strategy is based on ensuring that the interests and experiences of women, as well as men, are an integral criterion in the development of the overall concept, monitoring and evaluation of general activities and programmes in all political and social spheres so that both women and men can receive equal benefits.

The reasons for introducing a gender approach into the system of activities of social organisations are as follows:

- a gender approach is a manifestation of democracy;

- since society consists of men and women, it is impossible to achieve sustainable development of society without conducting a gender analysis of existing conditions [23].

In order to correctly identify the factors for optimising gender equality in social organisations, a survey was conducted. In particular, the questions in the survey concern gender education, gender sensitivity and knowledge of the legislative framework for ensuring gender equality. Based on the data obtained, we are able to systematise indicators of gender awareness. Seventeen people took part in the survey, of whom 71% were women and 29% were men. The age range of respondents is as follows: 58.8% are aged 18-25, 17.6% are aged 25-35, and 11.8% are aged 35-45 and 45-60. Of these, 58.8% have higher education, 17.6% have incomplete higher education, and 23.5% have secondary specialised education. When asked about their total work experience, the following answers were received: 35.5% have 1-3 years of work experience, 17.6% have 5-8 years and 10-15 years of work experience, and 11.8% of respondents have 1 year of work experience and more than 15 years of work experience. At the same time, 64.7% of respondents believe that gender does not affect the chances of professional growth. Only 23.5% of people have witnessed that, due to tradition, a man was appointed as a manager. Also, the majority of respondents believe that the ratio of men to women does not affect work productivity. To the question: "What qualities, in your opinion, contribute to success and career growth? To what extent are they related to a person's gender? Here are the answers:1) Perseverance, stress resistance, level of knowledge, but gender does not matter; it can be either a man or a woman; experience is very important.

2) Professionalism, perseverance, sociability, stress resistance, quick-wittedness. I believe that gender does not play a big role, everything depends on knowledge, abilities and skills;

3) Success and career growth, in my opinion, are not the same thing. Success is facilitated by a person’s scale of thinking and determination, as well as their ability to see new opportunities and use them. Career growth is facilitated by a person's habit of improving themselves and learning new professional skills that will be more necessary in the future. Gender is a third dimension here;

4) Skills and professional level, charisma and appearance contribute to a career;

5) Perseverance, hard work and dedication. Regardless of gender, a person has the right to succeed, work and achieve their goals;

6) Fulfilment of obligations, sociability, humanity. The only thing I can point out is that men are more inclined towards career growth, as they are respected, they have better discipline, men think more about work, while in women, in some cases, their character plays a role first.

Therefore, we can observe that most people do not consider gender to be the main factor; personal characteristics, experience, and knowledge are more important. The next question: “If you were offered a choice of who to work under, a woman or a man, what would your answer be? Please explain”. We have the following options: Please explain your answer. We have the following options:

1) A man, due to the absence of possible jealousy and emotionality;

2) It doesn't matter. A manager is not about gender, but about the ability to organise work;

3) I don't care, the main thing is that the person is a professional in their field and can do their job well;

4) It doesn't matter, because the main thing is that the manager knows how to fairly distribute work and keep the situation under control without being harsh methods, communicated with his employees and explained the essence and purpose of a particular task in an accessible way, and was a kind of motivator;

5) Work with someone who shares your vision of your common goal in the same organisation. That is, if the work process and its results are better with manager A than with manager B, work with A;

6) Under the leadership of a man, because men are less capricious and more balanced;

7) A man. Because it is easier to work under a man's leadership, the team is more cohesive, and men make decisions based more on humanity than on sympathy for an employee. But there are also female directors who are pleasant to work for and who do not mix work and personal matters. Unfortunately, however, there are few of them; 8) A man, because they are generally less emotional and not prone to hysterics;

9) It does not matter whether the manager is a man or a woman. The main thing is that the person is competent in their duties and creates a comfortable atmosphere at work and in the team. Based on these answers, we can analyse the two most common options: the first is to work under the leadership of a man, because they are not as emotional, and the second is that gender is not important, the main thing is the level of professionalism. The next set of questions concerns gender awareness. 71% of respondents believe that equal rights for women and men are not upheld in Ukraine, and 48% are unaware of the Ukrainian law "On ensuring equal rights and opportunities for men and women." For 41.2% of people, ensuring equal opportunities for men and women is important, and 71% believe that there is a need for training on equal rights and equal opportunities for men and women at university/in organisations.

53% of respondents said that it was difficult for them to answer whether the management of their organisation supports gender sensitivity. This indicates a low level of gender education among managers and employees. One of the key questions was: "What obstacles do you see in the implementation of gender policy?" The answers were as follows Thus, after analysing the responses to the questionnaire, we can identify the existing and potential reasons for reforming gender policy in the organisation. These include: limited opportunities for professional growth for women, low levels of gender awareness, low gender culture among citizens, lack of effective

government programmes on gender equality, imperfections in the legislative framework, and indifference on the part of employers. To address these issues, the following is proposed:

- adaptation of Ukrainian legislation to European Union legislation in the field of gender equality;

- promotion of the principle of gender equality and sensitivity;

- creation of state and legal mechanisms for information and educational work on gender equality and gender education;

- developing and implementing state target programmes to ensure gender equality;

- supporting public initiatives aimed at shaping a gender-sensitive culture;

- monitoring compliance with gender equality when deciding on personnel issues in central and local executive bodies. From this section, we can conclude that gender equality policy in the region is ensured by state and non-state organisations in the social sphere. Among the promising measures for the implementation of gender policy in Ukraine in the short term, the adaptation of legislation and state control over compliance with gender equality should be highlighted.

Conclusions. This thesis examines the essence and characteristics of ensuring gender equality in the activities of social organisations. As a result of the research, the main approaches to scientific research on gender equality were identified:

- gender in the classical sense: T. Parsons and R. Bales, who believe that sex becomes gender, a personal attribute that is fixed in childhood;

- the non-classical view of gender is associated with Sandra Bem's theory of gender schema. The concept of "gender" is considered here as a subjective idea of what a person's sex is;

- the post-classical understanding of gender draws attention to the fact that those around us implement the principle of sexual differentiation;

Prospects for further research. The main concepts of the study were analysed from different points of view. The terminology of our study included the following

concepts: “gender”, “gender equality”, “social sphere organisations”. Thus, summarising the scientific works of foreign scholars, encyclopedic dictionaries and dictionaries of gender concepts regarding the definition of the term “gender”, it can be considered as one of the main demographics categories, which classifies individuals of different sexes according to physiological and social differences. In order to achieve gender equality in the long term, it is necessary to question gender roles and stereotypes attributed to both women and men. To move closer to equality, both women and men must be involved in the process. All types of social organisations, despite their differences, perform the same functions of integrating social elements and regulating their activity, without which joint activity is impossible. The work was carried out using general scientific principles and methods of scientific research. The guiding principle of the work is objectivity. The principles of historicism and terminology were also used, as well as legal, structural-functional, comparative, questionnaire, analysis, synthesis, induction, deduction and systematic analysis methods.It has been established that one of the fundamental principles of human rights implementation is the principle of equality. The principle of equality is guaranteed by international and national legislation. Ensuring the principle of gender equality in social organisations takes place at the national and departmental levels and has certain features, in particular:

- regulatory and legal regulation of the principle of gender equality;
- consistency, logic and functional content;
- continuous development, transformation and differentiation;
- implementation of the fundamental legal principle of equality in society;
- guarantee (meaning the existence of general and special conditions and means that ensure its functioning in practice);
- procedural nature of enforcement (gender equality is ensured within the framework of certain procedures – procedures for selection and recruitment, promotion, and termination of service);
- permanence and effectiveness.

The creation of effective mechanisms for achieving gender equality and effective management of gender processes by the state will contribute to increased competition in the labour market, which will ensure the economic development of the state and the growth of its intellectual potential. When comparing international experience in ensuring gender equality, it was found that this principle is implemented in foreign countries through the "mainstreaming" strategy. In this case, achieving gender equality is seen not as a solution to an isolated, independent problem, but as a multifaceted, long-term process.

Based on the data obtained from the survey, it was possible to systematise opinions on gender and labour activity and identify gaps in gender awareness regarding the regulatory and legal framework for ensuring gender equality. The existence of a problem of gender awareness has been established, as a large number of respondents believe that there is a need for training on equal rights and equal opportunities for men and women in educational institutions and organisations. In turn, this indicates a low level of information and educational work by management. As a result, the priority areas of work may be: fostering gender sensitivity, gender education and the implementation of gender equality strategies.

Therefore, the research hypothesis that one of the main tasks in ensuring gender equality in social organisations is the introduction of gender education and sensitivity has been proven.

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UDC: 821.161

FORMATION OF SOCIOCULTURAL COMPETENCE OF PhD STUDENTS

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Abstract. *The scientific research analyzed the formation of sociocultural competence of PhD students. It is noted that the issue of targeted pedagogical influence on the process of forming sociocultural competence in third-level applicants is of particular importance. It is emphasized that training involves not only obtaining theoretical knowledge about cultural diversity or academic traditions of different countries, but also creating an educational environment that promotes the development of critical thinking, empathy, readiness for intercultural partnership, the ability to constructively resolve conflicts and make responsible decisions. It is noted that an integral condition for such formation is the integration of the sociocultural component into educational and research programs, the organization of international stages, participation in joint research projects, as well as the development of academic writing and communication in foreign languages. It is observed that in modern educational discourse, sociocultural competence is considered a key factor in ensuring the quality of education, academic mobility and competitiveness of graduates. It is established that for PhD it is the basis of professional self-realization, formation of scientific identity and ability to present the results of one's own research in the international academic community. It is emphasized that at the same time insufficient attention to the development of the sociocultural component can cause communicative barriers, decrease the effectiveness of international cooperation, emergence of ethical misunderstandings and professional isolation. It is emphasized that Ukrainian sociocultural competence of postgraduate students is formed at the intersection of national traditions, world educational standards, academic mobility and intercultural dialogue. Its features are a combination of knowledge of Ukrainian culture and national scientific schools, proficiency in academic and foreign languages, development of value and motivational orientations, communicative and behavioral skills and reflective abilities, which ensures the training of highly qualified, ethically responsible and culturally sensitive researchers capable of operating effectively in both the national and global academic space. It is explained that the prospects for further research include theoretical, methodological, empirical and digital approaches, as well as the development of effective assessment models. The implementation of these areas will ensure the training of highly qualified, ethically responsible and culturally sensitive scientists capable of operating effectively in the global academic and professional environment.*

Keywords: *sociocultural competence, higher education degree holder, language professional education.*

Introduction. The current stage of development of higher education is characterized by profound transformational processes driven by globalization, the internationalization of the scientific space, the digitalization of educational and research activities, and the intensification of intercultural interaction. Under these

conditions, the training of third-cycle (educational and research) higher education students – Doctors of Philosophy (PhD) – acquires new substantive and functional characteristics. A contemporary PhD student is expected not only to demonstrate a high level of research competence, academic integrity, and professional mobility, but also to possess the ability for effective sociocultural interaction within a multicultural academic environment.

Sociocultural competence emerges as an integrative characteristic of a researcher's personality that combines a system of knowledge about the social and cultural features of society, value orientations, communicative abilities, skills of intercultural interaction, and the capacity to reflect on one's own social role within the academic and professional community. In the context of PhD training, it acquires strategic significance, as scientific activity is increasingly carried out under conditions of international cooperation, academic mobility, participation in international grant programs, conferences, and interdisciplinary projects.

The relevance of the problem of forming sociocultural competence among PhD students is determined by a number of factors. First, Ukraine's integration into the European and global educational space presupposes the alignment of national standards for training scientific personnel with the requirements of international academic communities. Second, the contemporary researcher operates in a multilingual and multicultural environment, where the effectiveness of scholarly communication largely depends on an understanding of cultural codes, norms of academic ethics, and social responsibility. Third, the growing role of public science, science diplomacy, and social communication actualizes the need to develop skills of intercultural dialogue and tolerant interaction.

The issue of sociocultural competence lies at the intersection of pedagogy, sociology, cultural studies, psychology, and language didactics. In scholarly research, it is considered a component of professional competence, a result of personal socialization, and a condition for successful integration into a professional community. At the same time, in the context of PhD training, this issue requires

separate theoretical reflection and methodological support, as it concerns the formation of competences at the highest level of the educational hierarchy, combining research autonomy, ethical responsibility, and social maturity.

Of particular importance is the issue of purposeful pedagogical influence on the process of forming sociocultural competence among third-cycle students. This involves not only the acquisition of theoretical knowledge about cultural diversity or academic traditions of different countries, but also the creation of an educational environment that fosters the development of critical thinking, empathy, readiness for intercultural partnership, the ability to resolve conflicts constructively, and responsible decision-making. An essential condition for such formation is the integration of the sociocultural component into educational and research programs, the organization of international internships, participation in joint research projects, and the development of academic writing and communication in foreign languages.

In contemporary educational discourse, sociocultural competence is viewed as a key factor in ensuring the quality of education, academic mobility, and graduates' competitiveness. For PhD students, it constitutes the basis for professional self-realization, the formation of scientific identity, and the ability to present the results of their own research within the international academic community. At the same time, insufficient attention to the development of the sociocultural component may lead to communicative barriers, reduced effectiveness of international cooperation, the emergence of ethical misunderstandings, and professional isolation.

This scholarly study is devoted to a comprehensive analysis of the theoretical foundations and practical mechanisms for forming sociocultural competence among PhD students. It clarifies the conceptual and categorical framework, outlines the structure and components of sociocultural competence, and identifies pedagogical conditions and methods for its development within the educational and research environment of a higher education institution. Special attention is paid to integrating the sociocultural dimension into the system of PhD training, taking into account contemporary challenges and trends in the development of science.

The practical significance of the monograph lies in the possibility of using its provisions for developing academic courses, training programs, methodological guidelines, and professional development programs for academic staff. The research materials may be useful for lecturers, academic supervisors, guarantors of educational programs, as well as for PhD students themselves who seek to broaden their sociocultural horizons and enhance the effectiveness of their professional activities.

The formation of sociocultural competence among PhD students thus emerges as a strategic direction in the modernization of the system of training scientific personnel, ensuring a harmonious combination of a high level of scientific qualification with developed cultural sensitivity, social responsibility, and readiness for intercultural dialogue. It is within this context that the present monograph offers theoretical reflection and practical guidelines for the development of the contemporary scholar as an active subject of the global academic space.

Relevance of research. The issue of forming sociocultural competence has been addressed in the works of such scholars as O. Vlasova, N. Khukhmai, N. Maksymenko, T. Pakhomova, O. Rezunova, O. Savchenko, O. Serhiienko, T. Fomenko, and others. Researchers have already analyzed the concept and essence of sociocultural competence, explored ways of integrating the sociocultural context into the educational process in classes of various humanities disciplines, described sets of national-patriotic and cultural studies topics as well as creative and research-oriented tasks that should necessarily be incorporated into teaching, and proposed methodologies for conducting classes that foster the development of readiness for communication in the sociocultural space. However, the aspect of forming sociocultural competence in higher education classes involving PhD students of various specializations and educational – professional programs remains insufficiently studied.

A research problem. On the Cambridge University Press page we find the following definition of sociocultural competence: “Sociocultural competence is that aspect of communicative ability which involves those specific features of a society and its culture which are manifest in the communicative behaviour of the members of

this society. These features may be classified as “universal experiences”, “social rituals” and “social conventions” (see below). The degree of familiarity with them which is required for successful communication depends on the circumstances in which the communication takes place» [1]. According to T. Fomenko, “sociocultural competence is a qualitative characteristic of an individual based on a set of acquired knowledge in the social and cultural spheres of life, value orientations, as well as the ability and readiness for intercultural communication with representatives of other languages and cultures” [2, p. 153]. N. Maksymenko explains that “sociocultural competence is a complex integrated characteristic of an individual, a set of knowledge, skills, abilities, and attitudes that enable the effective implementation of specific activities or the performance of certain functions, ensuring the solution of defined problems and the achievement of established standards in a particular profession or field of activity” [3, p. 59]. The given definitions share the researchers’ view of sociocultural competence as an independent element in the structure of communicative competence, which requires special scientific attention, since it is connected with the cultural and social context of the formation of a linguistic personality, and therefore requires integration into the sociocultural line of language education.

The aim of the article. The purpose of this scientific work is the theoretical substantiation and analysis of the methodology for the successful formation of sociocultural competence.

Scientific novelty. The scientific novelty of the study lies in substantiating a holistic concept of forming sociocultural competence among PhD students as a multilevel process encompassing cognitive, value-motivational, communicative-behavioral, and reflective components. A model for the formation of this competence is proposed, criteria and indicators of its development are defined, and recommendations for improving educational and research programs are elaborated.

The Cognitive Process of Forming Sociocultural Competence in PhD Students.

The cognitive process of forming sociocultural competence in PhD students constitutes a system-forming component of the holistic preparation of learners at the third (educational and research) level of higher education. Within the structure of sociocultural competence, the cognitive component ensures the acquisition of a system of scientifically grounded knowledge about the social, cultural, ethical, communicative, and value-based parameters of the functioning of the academic environment, which is a necessary prerequisite for the effective professional self-realization of future Doctors of Philosophy.

In this context, the cognitive process should be understood not as the mechanical accumulation of information, but as a multilevel intellectual activity aimed at comprehending sociocultural reality, interpreting cultural phenomena, developing analytical thinking, and fostering the ability to reflect. It involves cultivating a mode of thinking that enables PhD students to integrate scientific knowledge with an understanding of the social context in which it is applied.

From a content perspective, the cognitive component encompasses several interrelated blocks of knowledge. First, it includes knowledge about culture as a social phenomenon–its structure, functions, mechanisms of value and norm transmission, and the specifics of intercultural communication. Second, it involves an understanding of the specifics of academic culture, including norms of academic integrity, rules of scholarly communication, traditions of international cooperation, and principles of ethical behavior in the academic environment. Third, it comprises knowledge about contemporary social processes – globalization, digitalization, mobility, and multiculturalism – hat directly affect the organization and content of scientific activity.

A distinctive feature of the cognitive process of forming sociocultural competence in PhD students is its interdisciplinary nature. Since contemporary scientific activity increasingly takes place at the intersection of different fields of knowledge, researchers must possess the ability to integrate information from various domains–humanities, social sciences, engineering, and natural sciences. This presupposes the development of systems thinking, the ability to establish cause-and-

effect relationships, analyze the cultural preconditions of scientific phenomena, and critically evaluate information sources.

The cognitive process is closely connected with the development of critical thinking. PhD students are expected not only to acquire sociocultural knowledge, but also to analyze it, correlate it with their own experience, identify contradictions, and assess the reliability and relevance of information. In this regard, particular importance is attached to the development of skills in working with scholarly texts and the ability to interpret cultural meanings embedded in the discourse of various academic traditions.

A significant aspect of the cognitive process is the formation of cultural reflection. This involves awareness of one's own cultural identity and an understanding of how the sociocultural environment influences a researcher's scientific views and professional orientations. The capacity for reflection contributes to overcoming stereotypes and fostering tolerance and openness to other cultural experiences. For PhD students, this implies readiness for constructive dialogue within the international academic community.

The cognitive process of forming sociocultural competence also presupposes mastery of the conceptual and categorical apparatus that enables adequate description of social and cultural phenomena. This includes the acquisition of terminology, concepts, and theoretical models used in contemporary humanities and social sciences. Without such a theoretical foundation, a deep understanding of sociocultural processes and their integration into research practice is impossible.

The effectiveness of the cognitive process largely depends on the pedagogical conditions under which it is implemented. Within the educational and research environment of a higher education institution, it is essential to create an intellectually rich space that stimulates cognitive activity, independent research work, and discussion-based engagement with sociocultural issues. Interactive teaching methods, problem-oriented seminars, case studies of intercultural interaction, and participation in international projects contribute to deepening the cognitive component of sociocultural competence.

A special role is played by the use of digital resources and open educational platforms that provide access to global scientific content. Working with international databases, participating in webinars, online conferences, and academic networks fosters PhD students' ability to navigate the global information space, compare different cultural and scientific approaches, and expand their intellectual horizons.

At the same time, the cognitive process cannot be isolated from the value-motivational and behavioral components of sociocultural competence. The acquisition of knowledge must be accompanied by the internal acceptance of the principles of intercultural interaction and an awareness of their significance for professional development. Only through the integration of knowledge, beliefs, and practical activity does a holistic sociocultural competence emerge.

Thus, the cognitive process of forming sociocultural competence in PhD students is a multidimensional and dynamic phenomenon encompassing the acquisition of a system of sociocultural knowledge, the development of critical thinking, the formation of cultural reflection, and the ability to interpret social processes. Its outcome is an intellectually mature researcher capable of functioning within the global academic space, effectively communicating with representatives of different cultures, and responsibly carrying out scientific activity in the social context of contemporary society.

The Value–Motivational Process of Forming Sociocultural Competence in PhD Students

The value–motivational process of forming sociocultural competence in PhD students represents a decisive internal mechanism in the development of the future researcher as an active subject of academic and social interaction. While the cognitive component ensures the acquisition of a system of knowledge about sociocultural reality, it is the value–motivational dimension that endows this knowledge with personal meaning, directs behavior, and determines the nature of the professional stance and worldview orientations of third-cycle higher education students.

Within the structure of sociocultural competence, the value–motivational component encompasses a system of beliefs, attitudes, interests, needs, and value orientations that determine PhD students' readiness for intercultural interaction, adherence to the norms of academic ethics, responsible attitudes toward scientific activity, and awareness of the social role of the researcher. This involves the formation of intrinsic motivation to engage with cultural diversity, pursue self-development, and achieve professional growth within a globalized scientific space.

The value dimension presupposes the assimilation and internalization of fundamental humanistic principles–respect for human dignity, tolerance, openness to other cultures, academic integrity, and the social responsibility of science. For PhD students, these values form the foundation of professional identity, shaping their style of scholarly communication and the nature of interaction within the international academic community. They foster the ability to perceive science not merely as a tool for generating knowledge, but as a socially significant activity that influences societal development. The motivational aspect of this process is associated with the formation of a stable internal need for professional self-improvement and cultural enrichment. It is essential that aspirations for intercultural dialogue, participation in international projects, academic mobility, and science diplomacy are not reduced to the formal fulfillment of educational program requirements, but are grounded in a conscious desire to integrate into the global academic space. It is precisely intrinsic motivation that ensures the sustainability and effectiveness of the process of forming sociocultural competence.

A distinctive feature of the value–motivational process is its deep personal nature. It involves the rethinking of one's own worldview orientations, overcoming ethnocentric stereotypes, and developing empathy and readiness for constructive interaction with representatives of other cultures. In the context of PhD training, this implies the development of self-reflection and the ability to evaluate one's scientific and social positions through the prism of universal ethical standards.

The value–motivational process also entails the formation of a responsible attitude toward the outcomes of scientific activity. Awareness of the impact of

research on society, as well as on environmental and social processes, contributes to the ethical maturity of the future scholar. This approach aligns with contemporary trends in the development of science oriented toward the principles of sustainable development, social inclusion, and openness of knowledge.

The effectiveness of forming the value–motivational component largely depends on the educational environment of the higher education institution. The academic culture of the institution, the example set by supervisors, and an atmosphere of mutual respect and open dialogue create favorable conditions for the internalization of the values of sociocultural interaction. A significant role is played by involving PhD students in international research networks, participation in conferences, grant programs, and intercultural seminars, which fosters positive motivation for cooperation.

An important factor is the integration of ethical issues into the content of educational and research programs. The discussion of cases related to academic integrity, intercultural conflicts, and ethical dilemmas faced by researchers stimulates the development of value-based thinking and awareness of personal responsibility. Reflective practices, such as maintaining research journals and participating in discussion clubs, promote deeper reflection on personal motivations and professional goals.

The value–motivational process is closely linked to the formation of the scientific identity of PhD students. At this level, individual interests are integrated with the expectations of the academic community, and a sense of belonging to the international scientific environment is formed. Awareness of oneself as part of the global research community enhances responsibility for the quality of scholarly output and the culture of professional interaction.

At the same time, it should be noted that the formation of the value – motivational component is a long-term and non-linear process. It requires systematic support from the educational environment, continuous reflection, and self-analysis. It is important to create conditions in which PhD students can freely express their positions, participate in academic discussions, critically reflect on cultural differences, and maintain respect for diversity of opinions.

Thus, the value–motivational process of forming sociocultural competence in PhD students is a fundamental factor in their professional development. It ensures internal readiness for intercultural interaction, shapes a system of humanistic orientations, and stimulates the aspiration to integrate into the global academic space. On the basis of established values and stable motivation, a transition occurs from theoretical understanding of sociocultural processes to their practical implementation in the scientific activity of the contemporary researcher.

The Communicative-Behavioral Process of Developing the Sociocultural Competence of PhD Students

The communicative-behavioral process of developing the sociocultural competence of PhD students represents the practical dimension of implementing the cognitive and value-motivational components and ensures the transition from acquired knowledge and internalized values to actual professional interaction in the academic environment. It is precisely in the sphere of communication that the level of sociocultural competence is manifested, as the ability for intercultural dialogue, academic collaboration, and constructive problem-solving in professional contexts is realized through specific linguistic and behavioral practices.

Within the structure of sociocultural competence, the communicative-behavioral component encompasses a system of skills, abilities, and behavioral models that ensure effective interaction in a multicultural scientific space. This includes proficiency in the norms of academic discourse, the ability to conduct scientific discussions, present research results, defend one’s position with adherence to the principles of tolerance and academic ethics, and the capacity to adapt communication strategies to the sociocultural context.

The preparation of PhD students is characterized by active participation in international academic exchanges, conferences, collaborative research projects, and academic mobility programs. In such conditions, communicative competence acquires an intercultural dimension, as interaction occurs with representatives of diverse scientific schools, traditions, and cultures. This requires the development of

skills in interpreting nonverbal signals, understanding culturally conditioned behavioral patterns, and avoiding communicative barriers and conflicts.

The communicative-behavioral process involves the development of the ability to engage in productive scientific dialogue. Academic discussion is not only a means of exchanging information but also a tool for collaboratively constructing knowledge. For PhD students, it is crucial to learn to perceive alternative viewpoints not as a threat to their own scientific stance but as a resource for expanding their research perspective. The constructiveness of discussion is determined by the ability to provide reasoned arguments, logical coherence, clarity of expression, and respect for interlocutors.

An essential aspect of the communicative-behavioral process is the cultivation of academic writing and public presentation skills. Preparing articles for international journals, participating in grant competitions, and writing a dissertation require adherence to research integrity standards, clarity, structured presentation of material, and the ability to adapt texts to the requirements of a particular academic community. The behavioral component in this context is manifested through responsibility, self-discipline, meeting deadlines, and ethical use of sources.

The digital aspect of the communicative-behavioral process is equally significant. In the modern academic environment, a considerable portion of professional interaction occurs online: video conferences, email correspondence, participation in international webinars, and the use of research platforms. This requires mastery of digital academic etiquette, the ability to maintain a professional image in virtual environments, and adherence to rules of online communication and information security.

The communicative-behavioral process also includes the development of conflict-resolution competence. In a multicultural academic environment, misunderstandings may arise due to differences in values, communication styles, or research approaches. The ability to mediate, seek compromises, listen empathetically, and respond constructively to criticism are key indicators of mature sociocultural competence in PhD students.

The formation of this component occurs through engagement in active learning formats: modeling communicative situations, participating in debates, role-playing exercises, intercultural interaction training, and analyzing case studies from academic practice. Mentorship from academic supervisors plays a significant role, as they demonstrate examples of professional communication, scientific debate culture, and ethical conduct.

The communicative-behavioral process is closely linked with self-reflection. Awareness of one's communicative strategies, analysis of successful and problematic interaction situations contribute to the refinement of behavioral models. Reflective practice enables PhD students to gradually develop an individual style of scientific communication that combines professional competence and cultural sensitivity.

In conclusion, the communicative-behavioral process of forming the sociocultural competence of PhD students is both the culminating and a dynamic stage of integrating knowledge, values, and practical skills. It ensures the ability to act effectively in conditions of intercultural academic interaction, contributes to the formation of the professional identity of the researcher, and enhances the competitiveness of graduates of the third cycle of higher education in the global scientific space.

The Reflective Component in the Formation of PhD Students' Sociocultural Competence

The reflective component in the formation of PhD students' sociocultural competence is an integrative element that ensures awareness, analysis, and adjustment of one's activities, behavior, value orientations, and communicative strategies within the academic and research environment. This component is aimed at developing the ability for self-observation, critical analysis of one's own experience, understanding the influence of the sociocultural context on professional activity, and cultivating skills of self-control and self-improvement.

Reflective activity for PhD students involves systematically questioning oneself regarding personal values, motivations, and behavioral attitudes in the context of

intercultural interaction. Self-reflection allows the researcher to evaluate their own level of competence, identify successes and shortcomings in implementing their sociocultural potential, and adjust strategies for communication, learning, and research activities.

A key aspect of the reflective component is the development of metacognitive abilities–the skill to consciously plan, monitor, and evaluate one's own learning and research process. PhD students should be able to analyze not only the outcomes of their research but also the processes through which these outcomes are achieved, including identifying cultural, social, and ethical factors that affect the efficiency of completing scientific tasks.

The reflective component also involves awareness of one's role in collective scientific activity. This includes evaluating one's contributions to group projects, interaction with colleagues and mentors, the ability to respond constructively to criticism, and considering the perspectives of research partners. Reflective practice enables PhD students to understand the sociocultural characteristics of communication in academic environments and develop the ability to adapt to different scientific cultures and standards.

An important tool for developing reflective competence is maintaining a research journal or reflective portfolio, where students record their observations, evaluate interactions with colleagues, and analyze the effectiveness of their research activities in relation to sociocultural requirements. Such a tool promotes systematization of experience, critical thinking, and the conscious formation of professional identity.

Reflective activity also includes analyzing one's communicative strategies in intercultural situations. PhD students must understand which methods and behavioral models are effective in achieving goals across different cultural contexts, and which may lead to misunderstandings or conflicts. In this context, fostering empathy, tolerance, and the ability to adapt one's communicative models according to partner expectations and academic norms is crucial.

The reflective component also encompasses the ethical dimension of professional behavior. Self-analysis of ethical dilemmas, evaluation of personal decisions in complex situations, and critical rethinking of one's value orientations enable students to develop stable ethical principles and ensure accountability in interpersonal, scientific, and professional interactions. Awareness of ethical aspects of activity promotes adherence to standards of academic integrity and corporate ethics.

The reflective component is closely interrelated with the communicative-behavioral and value-motivational processes in forming sociocultural competence. On one hand, reflection allows for analyzing the effectiveness of one's behavior and communication; on the other, it enables adjustment of motivational attitudes that stimulate active participation in the scientific community. Through reflective processes, PhD students integrate knowledge, values, and behavioral practices into a holistic system of competencies necessary for effective academic and professional activity in an international context.

A significant element of the reflective process is regular interaction with mentors, colleagues, and experts, which involves receiving feedback, analyzing achievements, and identifying areas for improvement. This approach fosters conscious planning of career development, enhances academic mobility, and contributes to the formation of PhD students' professional identity as socially responsible and culturally sensitive researchers.

In the contemporary context of globalization and digitalization, the reflective component acquires special importance. Digital platforms, social media, and remote communication tools create additional challenges related to managing the information space, observing copyright, and maintaining ethical standards online. PhD students must consciously analyze their behavior in the digital academic environment, which ensures the development of responsible and ethical digital culture.

Thus, the reflective component of sociocultural competence formation in PhD students acts as an integrative mechanism that unites cognitive, value-motivational, and communicative-behavioral processes. It ensures conscious adaptation to diverse

sociocultural contexts, critical re-evaluation of personal actions and decisions, development of professional ethics and social responsibility, and serves as a foundation for training highly qualified, culturally sensitive, and self-reflective researchers.

Reflection functions as the final stage in the process of forming sociocultural competence, as it ensures continuous self-improvement and adaptation to the conditions of the global academic space, supports the development of high-level competencies, and fosters the formation of the PhD student as a holistic, socially and culturally competent individual.

Indicators of the Successful Development of Sociocultural Competence in PhD Students

The assessment of sociocultural competence formation in PhD students requires a clearly defined system of indicators that reflects both the qualitative and quantitative aspects of cognitive, value-motivational, communicative-behavioral, and reflective components. Indicators are essential not only for evaluating the effectiveness of educational interventions but also for guiding the process of continuous professional development, self-regulation, and social adaptation in academic and research environments.

Successful development of sociocultural competence in PhD students can be conceptualized as the presence of specific cognitive, emotional, motivational, behavioral, and reflective characteristics that collectively demonstrate readiness for effective participation in intercultural academic communities. These indicators serve as measurable and observable manifestations of competence and allow for systematic monitoring and feedback.

Cognitive Indicators. Cognitive indicators relate to the extent and depth of knowledge, understanding, and awareness of social and cultural aspects that influence professional activity. They include:

1. **Knowledge of Cultural Norms and Traditions** – awareness of the customs, values, and academic practices of other cultures, particularly those relevant to the student's field of study.

2. **Understanding Sociocultural Contexts** – ability to analyze and interpret the influence of social, historical, and cultural factors on research practices, institutional norms, and international collaboration.

3. **Interdisciplinary Knowledge Integration** – capability to combine insights from sociology, psychology, cultural studies, and linguistics to understand complex intercultural phenomena.

4. **Awareness of Academic Ethics and Corporate Culture** – comprehension of the principles of academic integrity, research ethics, and professional standards in international scientific communities.

These cognitive indicators are assessed through both theoretical tests and practical applications in research projects, reflective journals, and participation in international programs.

Value-Motivational Indicators. Value-motivational indicators reflect the student's orientation towards ethical behavior, social responsibility, and cultural sensitivity. They include:

1. **Commitment to Ethical Principles** – adherence to academic integrity, transparency in research, and respect for intellectual property.

2. **Internal Motivation for Intercultural Collaboration** – readiness to engage with colleagues from diverse cultural and linguistic backgrounds.

3. **Respect for Diversity** – openness to different perspectives, tolerance of cultural differences, and willingness to adapt behavior to multicultural environments.

4. **Responsibility and Social Engagement** – conscious contribution to collective academic projects and socially relevant research initiatives.

These indicators are observed through students' participation in collaborative research, contributions to academic discussions, and their approach to problem-solving in culturally complex contexts.

Communicative-Behavioral Indicators. The communicative-behavioral component encompasses practical skills and adaptive behaviors in sociocultural interactions. Indicators include:

1. **Effective Intercultural Communication Skills** – ability to convey ideas clearly and respectfully in multicultural settings, both orally and in writing.

2. **Teamwork and Collaboration** – readiness to engage in joint research projects, share responsibilities, and mediate conflicts constructively.

3. **Adaptability and Flexibility** – capacity to adjust communication styles, presentation techniques, and interaction strategies based on audience and context.

4. **Professional Networking** – active engagement in academic networks, conferences, and international collaborations.

Observational assessments, peer evaluations, and mentoring feedback are essential tools to measure these behavioral indicators in authentic academic situations.

Reflective Indicators. The reflective component focuses on self-awareness, critical evaluation, and the ability to integrate experience into future actions. Indicators include:

1. **Metacognitive Awareness** – conscious planning, monitoring, and assessment of one's own learning and research activities in sociocultural contexts.

2. **Ethical Self-Reflection** – capacity to analyze and adjust personal decisions, behavior, and value orientations in professional and intercultural settings.

3. **Critical Analysis of Interpersonal Interactions** – ability to evaluate the effectiveness of communication strategies, identify biases, and adjust approaches accordingly.

4. **Integration of Feedback** – readiness to use constructive criticism from mentors, peers, and collaborators to improve professional and intercultural competence.

Reflective indicators are often assessed through reflective journals, self-assessment surveys, mentor evaluations, and structured peer reviews, which provide evidence of progressive competence development over time.

Holistic Indicators of Sociocultural Competence. Beyond individual components, holistic indicators demonstrate the overall formation of sociocultural competence in PhD students. These include:

1. **Successful Participation in International Academic Activities** – engagement in conferences, workshops, and grant programs across cultural boundaries.

2. **Integration of Sociocultural Knowledge into Research** – ability to consider cultural and social factors in research design, data interpretation, and publication.

3. **Ethical and Social Responsibility in Professional Activities** – demonstrating adherence to academic integrity and corporate ethics in both domestic and international contexts.

4. **Cultural Adaptability and Interpersonal Effectiveness** – capacity to establish and maintain positive professional relationships with diverse partners.

5. **Self-Regulated Professional Growth** – ongoing reflection, goal-setting, and proactive engagement in opportunities for intercultural and professional development.

Methodological Approaches to Assessing Indicators. To accurately assess these indicators, educational institutions can employ a combination of qualitative and quantitative methods. Qualitative approaches include reflective essays, portfolios, structured interviews, and peer evaluations. Quantitative methods may consist of competency-based tests, survey questionnaires, performance metrics in collaborative projects, and analysis of participation in international academic events. Mixed-method assessment ensures a comprehensive evaluation of both observable behaviors and internalized knowledge and attitudes.

Significance of Indicators. The systematic identification and monitoring of these indicators are crucial for several reasons. Firstly, they enable the academic staff to design targeted educational interventions that foster the holistic development of sociocultural competence. Secondly, they provide PhD students with clear criteria for self-improvement, supporting their professional and personal growth. Thirdly, indicators serve as benchmarks for evaluating the effectiveness of educational programs and for aligning domestic PhD training with international standards of academic excellence and intercultural competence.

In conclusion, the indicators of successful sociocultural competence formation in PhD students function as both diagnostic and developmental tools. They integrate

cognitive, value-motivational, communicative-behavioral, and reflective dimensions into a coherent framework that ensures comprehensive professional development. By consistently monitoring and fostering these indicators, educational institutions can prepare PhD students to operate effectively in a globalized academic environment, contribute responsibly to international research initiatives, and uphold the principles of cultural sensitivity, ethical integrity, and social responsibility.

Recommendations for Improving the Process of Developing Sociocultural Competence in PhD Students

The development of sociocultural competence in PhD students is a multi-level and complex process that integrates cognitive, value-motivational, communicative-behavioral, and reflective components. The effectiveness of this process depends not only on the level of preparation of the student but also on the organizational and pedagogical support of the educational and research environment, learning strategies, methodological approaches, and the use of modern technologies. Based on an analysis of theoretical and empirical studies, as well as the practice of PhD training in national and international universities, it is appropriate to highlight a number of recommendations aimed at improving the process of developing sociocultural competence.

1. Integration of the Sociocultural Component into Academic Programs. One of the key directions for improvement is the systematic integration of the sociocultural component into the structure of PhD educational and research programs. This involves:

a) **inclusion of courses and modules on intercultural communication and cultural studies,** focused on the features of academic environments in different countries, national traditions, and norms of behavior within the scientific community.

b) d**evelopment of interdisciplinary learning blocks** combining sociology, psychology, cultural studies, and linguodidactics, aimed at forming a deep understanding of cultural and social contexts of professional activity.

c) i**ntegration of practical tasks with a sociocultural orientation**, such as analyzing international research case studies, preparing intercultural presentations, and participating in discussion forums with foreign colleagues.

2. Use of Active and Interactive Teaching Methods. The development of sociocultural competence requires active student participation in the learning process. Effective methods include:

a) **problem-Based Learning (PBL)**, which involves solving intercultural or sociocultural problems within the framework of research projects;

b) **project work and case methods**, where students complete tasks in groups, simulating real academic situations of international collaboration;

c) **role-playing and simulations** that reproduce intercultural communication situations, fostering empathy and adaptability;

d) **debates and discussion platforms**, which stimulate critical thinking, reasoned communication, and respect for different points of view.

3. Ensuring International Academic Mobility. Effective sociocultural preparation of PhD students presupposes practical experience of interaction in an international academic environment. Recommendations include:

a) **participation in international conferences, seminars, and workshops,** allowing students to directly communicate with colleagues from different cultures, exchange experiences, and participate in global scientific discussions;

b) **internships and research visits to foreign universities**, which develop adaptability, intercultural partnership skills, and the ability to work in a multilingual environment;

c) **point international projects and grant programs**, which facilitate integration of students into global research networks and develop skills for effective teamwork.

4. Development of Communicative Competence in Foreign Languages. One of the basic conditions of sociocultural competence is the ability to communicate interculturally in foreign languages. It is recommended to:

a) **systematic study of academic language**, including written and oral communication, participation in scientific discussions, preparation of publications, and presentations;

b) **practical sessions on academic writing and translation**, aimed at adapting texts to international standards and the cultural characteristics of the audience;

c) **online platforms and digital resources**, allowing students to expand their lexical and communicative repertoire and practice live communication with native speakers.

5. Formation of Value-Motivational and Ethical Competence. Sociocultural competence is impossible without appropriate value orientations and ethical self-reflection. It is recommended to:

a) **include ethical and socially responsible components in academic programs,** covering academic integrity, corporate ethics, and principles of social responsibility;

b) **develop motivation for intercultural cooperation** through participation in volunteer, socially oriented, and international projects;

c) **maintain reflective journals and self-assessment**, encouraging awareness of one's values, orientations, and role in the international scientific community.

6. Use of Digital Technologies and Online Resources. The modern academic environment cannot be imagined without digital tools. For the development of sociocultural competence, it is advisable to:

a) **engage online platforms for collaborative research and communication**, including international scientific forums, webinars, and social networks for academic interaction;

b) **develop digital literacy**, which includes critical evaluation of sources, ethical use of information, and safe behavior in virtual environments;

c) **use interactive modules and simulations**, which imitate intercultural situations and allow students to practice practical interaction skills in a digital space.

7. Pedagogical Support and Mentoring. An important condition for the effective development of competence is systematic mentoring and student support:

a) **individualized approach to developing sociocultural competence**, taking into account students' prior knowledge, experience, and personal characteristics;

b) **systematic mentoring by supervisors and instructors**, including regular consultations, feedback, and analysis of achievements;

c) **creation of a supportive academic environment**, where students can discuss challenges, share experiences, and receive professional recommendations for developing intercultural skills.

8. Assessment of Process Effectiveness. To ensure the effectiveness of the sociocultural competence development process, it is advisable to:

a) **develop a system of criteria and indicators** reflecting the cognitive, value-motivational, communicative-behavioral, and reflective components;

b) **apply comprehensive assessment methods**, including portfolios, reflective journals, mentor observations, and peer evaluations;

c) **implement regular monitoring and feedback**, allowing adjustments to curricula, methodologies, and individual development plans for students.

9. Development of Interdisciplinary and Integrative Activities. The development of sociocultural competence is effective only in the context of interdisciplinary interaction:

a) **creation of joint educational and research projects** across faculties and departments of different disciplines;

b) **integration of scientific methods and approaches**, enabling the application of cultural, sociological, and psychological knowledge in practical research;

c) **support for inter-university and international partnerships**, expanding students' sociocultural experience and promoting global academic mobility.

Improving the process of developing sociocultural competence in PhD students requires a holistic approach that combines updated academic programs, active learning methods, international mobility, foreign language development, ethical and value education, digital literacy, and systematic mentoring. Implementing the proposed recommendations will not only enhance the academic and professional competence of PhD students but also facilitate their successful integration into the international scientific community, development of intercultural sensitivity, and responsible scientific behavior. Such a systematic approach cultivates highly

qualified, culturally competent, and socially responsible researchers capable of functioning effectively in a globalized academic space.

Features of the Formation of Ukrainian Sociocultural Competence of PhD Student.

The formation of sociocultural competence among third-level (educational-scientific) higher education students in Ukraine is a multidimensional and complex process, influenced both by global trends in the development of science and education and by specific national conditions. Sociocultural competence of PhD students is understood as an integrative characteristic of the individual, combining cognitive, value-motivational, communicative-behavioral, and reflexive components, ensuring the ability to effectively interact in diverse sociocultural and academic environments. Scientists T. Pakhomova, P. Vasilieva, O. Piddubtseva, O. Rezunova, Y. Serdiuchenko note: "The organization of the educational process in higher education institutions also has a number of methodological features, in particular in the context of the division of responsibilities between the administration of the university, teachers and students. It should be noted, however, that such differences are more due to the narrow specialization of subjects, which, as a result, calls for individualization of training activities and the development of individual curricula" [4, p. 46].

The Ukrainian context of forming this competence has several distinct features arising from the historical and cultural context, national educational traditions, and contemporary challenges of integrating Ukraine into the European and global educational space.

Researcher O. Sulik notes that "sociocultural competence involves the formation of a number of interrelated competencies (sociocultural, communicative, linguistic and regional studies, cultural studies, general cultural, sociolinguistic), of which it consists; the components of sociocultural competence are closely related to the cultural and social context; the content and component composition of sociocultural competence is determined by specific tasks and goals of learning a

foreign language; the process of forming sociocultural competence occurs through a comparison of foreign and native cultures" [5, p. 5].

Firstly, the national-cultural component plays a significant role. It implies that PhD students are aware of the values of Ukrainian culture, history, and traditions and are able to adapt the national cultural context to international academic standards. For Ukrainian PhD students, this entails not only knowledge of the history of science development in Ukraine, prominent domestic scientists, and scientific schools but also active engagement in processes of intercultural comparison, where Ukrainian scientific approaches and methodologies are analyzed in the context of the global academic discourse. At the same time, national specificity requires attention to forming the student's cultural identity as a subject of science, capable of representing Ukrainian scientific achievements internationally without losing cultural authenticity.

Secondly, the linguistic aspect of sociocultural competence plays a critical role. For Ukrainian PhD students, mastery of the Ukrainian academic language at a high level ensures the accurate formulation of scientific ideas and proper presentation of research results. Simultaneously, proficiency in English and other foreign languages at a level sufficient for effective communication in the international scientific environment, participation in conferences, publication of articles in international journals, and work with global academic databases is essential. The language component is developed through specialized courses in academic and scientific communication, workshops on translation of scientific texts, intercultural dialogue training, and practical engagement of students in international research projects.

Thirdly, Ukrainian sociocultural competence encompasses a value-motivational aspect, aimed at developing an ethical, socially responsible, and culturally sensitive position of the researcher. Students should recognize the importance of adhering to principles of academic integrity, intellectual property protection, and ethical interaction with colleagues, partners, and society. In the national context, this also involves active participation in public and science outreach initiatives, contribution to the development of the country's scientific and cultural

infrastructure, and cultivation of critical thinking skills and responsible decision-making in research activities. The value-motivational component is crucial in developing sociocultural competence, as it determines the student's readiness not only to acquire knowledge but also to transform it into professional and social practice.

Fourthly, the communicative-behavioral component in the Ukrainian context has its own features associated with the multicultural nature of the educational environment and the presence of diverse academic traditions. PhD students learn to communicate effectively with representatives of various national and cultural groups, participate in collaborative research projects, engage in discussions in scientific circles, and adhere to ethical standards of interaction. In this process, developing empathy, intercultural dialogue skills, and the ability to constructively resolve conflicts is of great importance, which is an integral part of the Ukrainian academic environment actively integrating into the global scientific space.

Fifthly, the reflexive component of Ukrainian sociocultural competence implies the PhD student's awareness of their role in the scientific and social context, the ability to analyze their own behavior, make informed decisions, and adjust approaches to research and academic activity. This ability ensures not only adaptation to national and international academic environments but also the formation of a stable scientific identity, responsibility, and readiness for intercultural collaboration.

The features of forming Ukrainian sociocultural competence among PhD students are also determined by the educational and scientific policies of higher education institutions. The integration of the sociocultural component into doctoral training programs is realized through the inclusion of humanities and social science disciplines, organization of international internships, participation in joint research projects, and active practice of academic writing in foreign languages. Additionally, the use of digital platforms for learning and scientific communication contributes to competence formation in a globalized academic environment.

Thus, the effective formation of sociocultural competence requires a systematic, interdisciplinary approach that unites educational content, pedagogical

methods, and the academic environment as a whole. An important condition for this process is the readiness of higher education institutions to implement flexible curricula that respond to global academic challenges while preserving national educational priorities. The role of academic supervisors and teaching staff is particularly significant, as they act not only as transmitters of knowledge but also as carriers of sociocultural values and models of professional behavior. Equally important is the active position of PhD students themselves, their motivation for self-development, openness to intercultural interaction, and willingness to engage in international scientific dialogue. In the context of European integration, sociocultural competence becomes a key factor in increasing the competitiveness of Ukrainian doctoral graduates in the global academic labor market. It also contributes to strengthening Ukraine's scientific reputation and ensuring its meaningful participation in international research networks. Therefore, the formation of sociocultural competence among PhD students should be regarded as a strategic priority of doctoral education, aimed at developing not only highly qualified researchers but also socially responsible and culturally aware representatives of the national scientific community.

Conclusions. Thus, Ukrainian sociocultural competence of PhD students is formed at the intersection of national traditions, global education standards, academic mobility, and intercultural dialogue. Its features lie in the combination of knowledge of Ukrainian culture and national scientific schools, proficiency in academic and foreign languages, development of value-motivational orientations, communicative-behavioral skills, and reflexive abilities, which ensures the preparation of highly qualified, ethically responsible, and culturally sensitive researchers capable of effectively operating both in the national and global academic space.

Prospects for further research. The prospects for further research encompass theoretical, methodological, empirical, and digital approaches, as well as the development of effective assessment models. Implementing these directions will ensure

the training of highly qualified, ethically responsible, and culturally sensitive scholars capable of acting effectively in the global academic and professional environment.

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Наукове видання

ПРОФЕСІЙНА КОМУНІКАЦІЯ
ТА СУЧАСНІ МЕТОДИ МОВНОЇ ПІДГОТОВКИ

КОЛЕКТИВНА МОНОГРАФІЯ

Англійською мовою

Відповідальна за випуск: **Олена Казакевич**, доктор філософії, доцент Дніпровського державного аграрно-економічного університету.

Матеріали друкуються в авторській редакції.
Погляди, висловлені в публікаціях, відображають виключно позицію авторів.
Автори несуть персональну відповідальність за науковий рівень публікацій, обґрунтованість, достовірність результатів та відсутність плагіату.

Під. до друку 21.05.2026. Формат 60×84 ¹⁄₁₆. Папір офсетний.
Друк цифрований. Обл.-вид. арк. 18,25. Ум. друк. арк. 16,9.
Наклад 100 пр. Заказ № 21.

Видавництво «Журфонд»
49001, Дніпро, вул. Старокозацька, 8.
Свідоцтво про внесення до Державного реєстру
ДК № 684 від 21.11.2001 р.

Віддруковано: ПП Вахмістров О.Є.,
м. Дніпро вул. Писаржевського, буд. 18