

SECTION 5. LANGUAGE AND PROFESSIONAL TRAINING OF THE SPECIALIST IN AGRICULTURAL SECTOR

5.1. PECULIARITIES OF FOREIGN LANGUAGE VOCATIONAL TRAINING OF AGRICULTURAL SPECIALISTS

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Summary. The article analyses the regulatory documents that confirm the fact that foreign language training in agricultural higher education institutions takes up only 2 % of the total hours, but is a mandatory component in the overall system of professional training. The purpose of teaching the discipline is to develop readiness for professional communication in a foreign language. During the course of study, all components of foreign language professional competence are developed: linguistic, socio-cultural, educational and professional. The leading approach to teaching a foreign language for professional purposes in agricultural higher education institutions is professionally oriented. But recently, there has been an active introduction of new approaches, the value and effectiveness of which has been confirmed by foreign experience. Among them, we have identified CLIL (Content and language integrated learning), which combines foreign language teaching through the content of other disciplines (content-based second language instruction) and foreign language immersion. The advantage of applying such approaches in an agricultural university is that they will help, if not overcome, at least reduce students' unmotivation during foreign language vocational training, as students will receive professional educational material in a particular discipline in their speciality while learning a foreign language. This will help to bridge the existing gap between learning a foreign language and learning a speciality and help to develop foreign language professional competence more quickly.

Keywords: agrarian university, approaches to teaching foreign language, experiential-interactive approach, content-based second language instruction, case method, discussion, presentation, professional portfolio.

The development of close international relations between countries, the establishment of business contacts, the expansion of business relations in the agricultural sector and the increase in opportunities for academic and professional mobility have spurred an increase in interest in learning foreign languages at a sufficient level to enable not only personal but also professional communication. Therefore, the scientific community is increasingly raising the issue of transition from traditional approaches to teaching foreign languages to innovative ones that will facilitate the acquisition of foreign languages for fluent communication in academic and professional environments.

Many domestic (K. Vyshnevetska, L. Gaponenko, I. Hladun, O. Zelikovska, A. Kovalchuk, S. Kozak, S. Konovalchuk, I. Korneva, A. Kuznetsov, T. Lozben, N. Logutina, O. Rezvan, N. Saenko, L. Spodin, etc.) and foreign scientists (R. Arnon, R. De Beaugrande, L. Beamer, G. Grosling, I. Ward, T. Hutchinson, A. Waters, J. Richards) have studied the foreign language professionally oriented communication of future specialists in various specialities (R. Arnon, R. De Beaugrande, L. Beamer, G. Grosling, I. Ward, T. Hutchinson, A. Waters, J. Richards), in particular, agrarian specialities – S. Amelina, L. Baranovska, H. Berehova, K. Boharyrev, Z. Dziubata, N. Zuienko, A. Kucher, O. Lazarev, O. Lytvynova, Y. Nikolayenko, O. Rezunova, K. Yakushko and others. Despite the fact that many Ukrainian and foreign scientists have studied the peculiarities of foreign language professional communication of specialists in various agricultural specialities, the issue of peculiarities of foreign language professional training of agricultural specialists cannot be considered sufficiently resolved.

Problems of foreign language vocational education in the leading industrial countries of Europe and the USA began to develop most actively along the lines of competence-based education in the 1970s. By this time, the issues of foreign language training of students were considered first in the context of foreign language teaching and then in the context of bilingual education. At the beginning of the 21st century, the conceptual boundaries between the course of "foreign language" and the acquisition of such concepts as "linguistic consciousness", "linguoculture", "foreign language competence / competency" were expanded. Most actively, these processes occur in the USA vocational education. The content of the USA educational space is increasingly associated with the expansion of the "foreign language" subject to the level of "foreign language education", which characteristic feature is multicultural programs [1]. The concept of the tricyclic model (political education, intercultural education and international education), developed by American specialists, shapes not only their personal educational space, but also resolves the same issues as the countries of Europe.

It should be noted at the outset, that the analysis of foreign experience of studying foreign language communicative competence makes it possible to establish the existence of independent approaches that are implemented in the USA and European countries. Thus, the American model is focused primarily on the willingness and ability of university graduates to apply the results of foreign language education in practice. In this case, the competence is considered to be authentic, practically oriented to the formation of skills, abilities, personal achievements in self-development based on the actualization of situations, as close as possible to the requirements of professional activity.

The American tradition of competences research is based on behaviour. American researchers study "people-in-work", and the concept of "competency" is deciphered through the individual characteristics inherent in behaviour: personal characteristics, motives, values, habits, self-concept, knowledge, skills. In fact, competencies in this approach are certain "repositories" filled with a variety of content.

Today we can say that the American approach to the study of competencies is simultaneously developing in two directions. The first area is focused on the study of individually presented competencies. Nowadays, they are more rated as functional rather than behavioural because they are aimed at a specific class of professional tasks. This area can be called psychological, as it is based on the work of psychologists. The second area is related to the systematic approach, which involves the view of the student as a particular subject of learning, while also bearing the characteristics of integrity and structure.

From this point of view, it is customary to speak of specific competences / competencies, which in the American context are called nuclear (central), and in the national literature are called key ones. The American model views competencies as a description of the subject's behaviour.

The European approach to the formation of students' competencies (in particular, in France and Germany) is related to the accentuation of two main areas: personal and collective, related to the assessment of linguistic behaviour, the formation of behavioural characteristics. In this regard, communication in a foreign language is considered as one of the universal signs of readiness for professional activity.

Besides the American tradition, there are other approaches that are fundamentally different in terms of both tasks and content. The most developed non-USA perspective on competence issues is the British approach, which is largely related to the development of the national education system. The UK Department for Education has taken into account a specific competence model. It is different from the basic American models and not just a set of competences, but also tries to determine their relationship. The result is a special "tetrahedron of competences", which includes: cognitive competences (knowledge and understanding based on formal learning and experience), functional competences (abilities, specific skills that a person can demonstrate in his field), personal competences (understanding how to deal with specific situations, motivation to improve performance), ethical competences (values, points of view, on the basis of which decisions are made and actions taken), meta-competences (ability to respond to criticism positively, to cope with difficult situations). In the frames of this approach, some traces of the American model can be found, but there are differences. In particular, the British model is more clearly structured and provides equal opportunities for the development of each competence cluster [17].

In general, one can say that a distinctive feature of the British approach is the fact that competences are seen as requirements for a specialist for professional tasks. It is based on professional standards containing a set of roles for each profession. These roles are divided into competences for which behavioural indicators are defined. It is believed that British models are more functional. They contain two clusters of competences – behavioural and functional (technical). The latter are more often specified as computer and Internet use (according to The Chartered Institute for Personnel and Development – CIPD). Among the most commonly stated competences for different professions are: communication skills, people management

skills, focus on outcomes, problem solving. An important aspect that fundamentally differentiates the British approach from the American one is that for British researchers, the starting point for the competency issues exploration is social problems. Such British interpretation of competences is fundamentally opposed to American models that are built from the standpoint of efficiency.

The difference between American and British approaches to competence research is complemented by specific features of the competency approach development in European countries. Thus, by analysing the development of the competences theory in France, it can be found out that at present it is impossible to speak of any form of approach that would clearly identify the French position in matters of competence. At the same time, one can speak of a certain peculiarity of French models.

French models represent something in-between American and British, as they use analogues of behavioural and functional competences. It is generally accepted, that the structure of French models always includes three elements: knowledge, experience and behavioural characteristics. German studies are even more complex than French ones. This is explained by the practice of using qualification standards. In Germany, they are based on a list of key knowledge related to the history of the craft communities' development [25].

The German educational model includes three clusters of competences: vocational or subject, personal and social. These competences are based on methodological competences (ability to extrapolate skills, problem solving, creativity) and educational competences (ability to learn, to develop learning skills). German models are slowly evolving and tend to standardize.

The analysis of scientific literature and foreign language teaching experience allowed us to study the current state of foreign language teaching in agricultural higher education institutions in Ukraine and the world. Today, the system of higher agricultural education includes 22 educational institutions of the IV level of accreditation, which provide multi-level training for future agricultural professionals at the first (bachelor's), second (master's) and third (doctoral or PhD) levels. The Standards of Higher Education for the first (bachelor's) level of various specialities state that the volume of the educational and professional programme for obtaining a bachelor's degree on the basis of complete general education is 240 ECTS credits, the study lasts almost 4 years, and on the basis of a "junior bachelor" or "junior specialist" – 120 ECTS credits, the study period is 1 year 10 months. The learning objectives focus the educational process on the formation of a set of knowledge, skills and abilities for use in professional activities aimed at solving complex problems through theoretical and practical training.

Vocational training in an agricultural university is focused on providing students with in-depth theoretical knowledge and practical skills to perform future professional tasks of a research and innovation nature, and to develop readiness to perform professional duties at agricultural enterprises and/or research institutions. The Law of Ukraine "On Higher Education" (2014) defines vocational training as "obtaining a qualification in a relevant field of study or speciality" [20]. There is no

consensus in the scientific literature on this issue. Some scholars understand the concept of "vocational training" as a process (a specially organised process of forming readiness to perform future professional tasks), while others understand it as a result (readiness - the availability of knowledge, skills and competences necessary to perform professional activities). Professional training is also understood as a complex phenomenon that combines the process (learning) and the result (readiness), these phenomena are determined by the set of requirements for a particular specialist (M. Bubnova, 2010). The Pedagogical Encyclopaedic Dictionary interprets vocational training as "a system of vocational training, the main purpose of which is the rapid acquisition of skills and abilities necessary for work performance" [21]. A different opinion is held by V. Bezlyudna (2016), who understands vocational training as a system of organisational and pedagogical measures focused on the personal development of students, the purpose and result of such training is to form students' readiness for future professional training. The professional training of future specialists is characterised by multidimensionality and involves the acquisition of fundamental knowledge, the formation of readiness for their creative practical application, the development of personal qualities, which together ensures the readiness of graduates of higher education institutions to successfully perform professional functions [24]. In our study, we share the opinion of O. Pylypenko and understand professional training as a purposeful process of education in vocational and higher education institutions, which results in the readiness of specialists to perform professional activities. Among the main forms of vocational education, we distinguish studying in higher education institutions, internships and improving professional skills at work [18].

The main goal of professional training is to develop general and specific competences. It is generally recognised that general competences are the knowledge, understanding, skills and abilities that a student acquires as part of a particular study programme, but which are universal in nature. They do not depend on the subject area, but are important for the successful further professional and social activities of the applicant in various fields and for his or her personal development. In contrast to general competences, special competences are those that are specific to a given subject area (industry/field/discipline) and are important for successful professional activity in a particular speciality. Among the general competences, the ability to communicate in a foreign language should be highlighted. Its special status is explained by the active European integration processes taking place in the state, education and business. Thanks to the German Academic Exchange Service (DAAD) and the German Society for International Cooperation (GIZ), students have the opportunity to do internships at leading international companies or study at one of the best universities in Germany. Such opportunities change the status of foreign language training in higher education institutions. In this regard, scholars emphasise the need to modernise approaches to teaching foreign languages and the importance of developing readiness for foreign language professional communication. Fluent communication in a foreign language provides an opportunity to create business,

professional and cultural contacts, contributes to the overall cultural and professional level of personal development [11].

The analysis of the educational and professional programmes of Dnipro State Agrarian and Economic University, National University of Life and Environmental Sciences of Ukraine and Kharkiv National Agrarian University named after V.V. Dokuchaev showed that the discipline "Foreign Language (for Professional Purposes)" is a mandatory component of the cycle of general training of students of various agricultural specialities. It is generally accepted that the course is taught in the first year and has 5 ECTS credits, with an exam as the form of final control. In the system of professional training, the course takes up only 2% of the total workload. The name of the discipline is fully in line with current trends related to the professional orientation of foreign language training. According to N. Sura, the professional component in foreign language training has significant potential to improve the effectiveness of foreign language teaching in higher education institutions [26].

The issue of foreign language training of future non-philological specialists has been the subject of a number of scientific studies by foreign and domestic scholars. The term "foreign language training" has been actively used in the scientific pedagogical literature. However, it should be noted that there is no clear definition of this concept. In non-philological higher education institutions, foreign language vocational training is considered as "a comprehensive systematic process that combines the capabilities of various areas of professional training, forms of organisation of activities in higher education institutions and beyond, the essence of which is to ensure the use of a foreign language as a means of professional training of the applicant to perform professional functions" [31]. In our study, we consider foreign language training in an agricultural university as "systematic mastery of foreign languages based on interdisciplinary integration, taking into account individual qualities of a personality, aimed at achieving a level of professional foreign language communicative competence that will ensure intercultural and interpersonal communication to solve professional problems in a multicultural, multilingual globalised society" [15]. Such definitions of foreign language training are focused on meeting the needs of society for competitive specialists capable of maximum self-realisation and continuous self-improvement.

We agree with the opinion of R. Hryshkova [10], who considers that foreign language education should become an integral part of professional training of specialists in all fields of study and emphasises the fact that a student should know at least one foreign language, identify and respect the differences in native and foreign cultures and be ready for intercultural communication. Only in combination with the developed foreign language competence does a professionally educated student have a good chance of realising his or her professional and personal potential.

As G. Zelenin emphasises, learning a foreign language for professional purposes plays a significant role in the overall system of training specialists and performs the following functions [31]:

1. Ensuring the overall development of the specialist's personality, broadening his/her outlook, knowledge of the world around him/her and other national cultural characteristics.

2. . Formation of both universal human qualities (friendliness, correctness, etc.) and important professional qualities.

3. Developing a culture of intellectual activity of students by forming the ability to use bilingual linguistic dictionaries, reference books, teaching them to work independently, creating the prerequisites for the formation of the need for linguistic self-education.

4. Influence on the culture of communication, on speech activity in the native language. Formation of skills to design your own speech behaviour, to express your own thoughts logically.

5. Formation of interest in the future speciality, the desire to gain knowledge of various foreign language communication channels, which provides an opportunity to study achievements in the professional field abroad.

The basic document that ensures the organisation of the process of German language training in higher education institutions is the Framework Programme for German for Professional Purposes. It was created with the support of the Ministry of Education and Science of Ukraine and the German cultural centre Goethe-Institut in Ukraine. It is based on the Common European Framework of Reference for Languages, the European Qualifications Framework and the Europassport Framework. The authors of the programme offer ways and opportunities to organise German classes not only on the basis of an activity-based and communicative approach, but also a professionally oriented one.

The Framework for the German Language for Professional Purposes for Higher Education Institutions states that when planning the content of ESP teaching, it is necessary to focus on the knowledge acquired in secondary education institutions, as well as on the programme learning outcomes specified in the educational programmes of specialities. The principles of the Framework provide an opportunity to learn German for both advanced and beginners. Teachers should draw students' attention to the fact that in order to undertake internships or further study in Germany or other German-speaking countries, they must have at least B2 level according to the Common European Framework of Reference for Languages. This fact should be taken into account by teachers during the final exams. In addition, when planning the learning process, it should be borne in mind that a certain number of hours is required to reach any level and cannot be reduced. Increasing the number of hours for learning a foreign language for professional purposes in modern conditions is possible through elective courses.

It should be noted that the Framework offers a framework within which curricula can be developed for each specific HEI, due to the nature of the discipline of Foreign Language (for Specific Purposes), on the basis of which the development of any curriculum should begin with an analysis of the needs and capabilities of all stakeholders in a particular speciality.

When planning the Foreign Language (for Specific Purposes) course, it is extremely important to determine the place of foreign language teaching in the overall model of specialist training. Teaching foreign languages in agricultural higher education institutions is a non-specific requirement for training specialists, but it is currently in great demand. Meeting this requirement makes an agricultural specialist competitive not only in their home country but also abroad. Therefore, specifying the objectives is a very important element in building a course. To do this, the teacher studies the general requirements for teaching foreign languages in non-philological higher education institutions, then the requirements for a particular higher education institution, determined by a particular field of professional activity and specific training goals, and only then the requirements for teaching a foreign language in accordance with the activities of a particular profile, which is expressed in specific training goals at the faculty level. The last and most important thing that a teacher pays attention to is the requirements for teaching a foreign language in accordance with the specific training objectives of a particular speciality. Therefore, when compiling syllabuses, a teacher of a foreign language should consult with the guarantors of educational and professional programmes in order to ensure that the goals of foreign language training coincide with the goals of training specialists in a particular speciality based on the requirements for their professional activities.

According to this approach, foreign language teaching for professional purposes is seen as teaching that focuses on the needs of students in learning a foreign language with an orientation towards the specifics of their future speciality. Scholars emphasise that such teaching involves a professional focus not only on the content of teaching materials, but also on practical activities, including the development of professional skills. The professional component in the content of foreign language training allows to improve the level of training in professional subjects by studying foreign experience and practices in the agricultural sector.

Foreign language training of agricultural specialists is aimed at: the interaction of teachers and students in the process of learning a foreign language, which is a source of intensive self-development of students; integration of the processes of mastering a foreign language in a professional direction with the development of personal qualities of students, knowledge of the culture of the country of speakers of the language being studied and the acquisition of special skills based on professional and linguistic knowledge; student learning motivation; individualization of students' foreign language training; implementation of information and communication technologies; use of interdisciplinary connections, authentic materials and simulation of communicative situations close to real ones; orientation of the educational process to active independent work, which forms the autonomy of students, creates conditions for their self-expression and self-development [11].

As already mentioned, the main goal of vocationally oriented foreign language training in agricultural universities is to train a specialist capable of using a foreign language as a tool for professional activity and professional knowledge. In our opinion, in order to achieve this goal, it is necessary to develop various components

of foreign language professionally oriented communicative competence, namely: linguistic, sociocultural, educational and professional.

The linguistic component includes linguistic and speech competences. Linguistic competence combines phonetic, lexical, grammatical and spelling knowledge of the language system. It is formed at the level required for oral and written communication in academic or professional settings. Linguistic competence is the basis for the formation of holistic foreign language competence. Speech competence determines the ability of future professionals to communicate fluently in academic and professional contexts. It is aimed at improving skills in such types of speech activities as speaking, writing, reading and listening, namely

- skills related to the subject of speech: reproduce various speech actions: description, argumentation, characterisation, narration, explanation, summary, instruction;

- the ability to carry out appropriate communicative intentions in oral/written speech in accordance with the purpose and conditions of communicative interaction;

- skills related to the functions and purposes of the speech genre: to formulate the goals of foreign language communication; to determine the main and additional purpose of communication in accordance with a particular speech genre;

- skills related to the structure of the speech genre;

- skills related to the properties of language and the language means used;

- listening skills: to understand the interlocutor's statements in the course of dialogue communication, including in the presence of unfamiliar language tools in order to extract specific, necessary communicative information;

- ability to read texts in a foreign language: to make a general analysis of the content, search and extract the necessary information;

- dialogic and monologic skills [23].

The socio-cultural component involves knowledge of another culture, social and cultural features of the country of study, which are necessary for interpersonal interaction. In the process of students' socio-cultural development, the teacher broadens their worldview, fosters a culture of communication with representatives of other cultures, and develops feelings, emotions and a positive attitude towards a foreign language. Among the skills that are formed during the development of this component are the following:

- ability to navigate in communication situations caused by the cultural context of the foreign language environment;

- ability to implement international standards of business communication culture;

- ability to build speech behaviour in accordance with the norms established by business etiquette;

- ability to choose and apply specific strategies that meet the requirements for foreign language professional communication;

- the ability to pay attention to cultural norms in professional communication with foreign partners, to independently identify and assimilate components of the organisational culture of business partners;

- ability to manage situations of professionally orientated communication in different cultural settings;
- ability to direct and stimulate the interest of foreign partners;
- ability to apply the necessary verbal and non-verbal means aimed at the success of foreign language communication interaction;
- ability to express emotions and personal attitudes in professional communication;
- ability to assess the emotional state of the interlocutor;
- the ability to tolerantly persuade a partner, defend one's own position, etc. [4]

The learning component involves the ability to educate and self-educate, self-improve and satisfy cognitive interests while learning foreign languages. Today, this component is very important, because with the increasing flow of information and rapid changes, the primary task of the teacher is to teach students not just to perceive the presented educational material, but to find and critically study the necessary information on their own. The formation of learning competence occurs through the development of skills and abilities, namely: to apply different methods of performing learning tasks depending on the learning situation and type of tasks; to use technical means of learning; to interact in the learning process.

The professional component is aimed at using a foreign language in foreign language communication on professional topics. This component helps to expand students' professional knowledge in a foreign language through the use of primary sources. This component of foreign language professionally oriented communicative competence is formed through the development of such skills and abilities as: mastering basic skills at the general professional level (conversation, argumentation, visualisation, presentation, etc.); disclosure and reproduction of professional content using communicative techniques with specific professional content (definitions, naming, description, etc.).

Foreign language teachers working in agricultural higher education institutions are teachers of a general foreign language, so they need additional training. Firstly, it is the constant mastery of professionally oriented vocabulary material of a particular speciality, and secondly, it is communication and consultation with teachers of specialised departments when drawing up work programmes and studying a particular professional topic in a foreign language.

An integral part of the professional activity of an agricultural specialist is professionally oriented communication. In the pedagogical literature, professional communication is interpreted as "a communicative activity characterised by a fairly high degree of formalisation" (V. Siegert, L. Lang), as "a system of techniques and methods that ensure the realisation of the goals and objectives of professional activity" (A. Shcherbov), as "a specific type of activity" (G. Andreeva, A. Leontiev, B. Lomov), as "a means of professional activity of modern professions" (A. Mudryk) and as "official contact with feedback" (V. Sementovska).

In our opinion, foreign language professionally oriented communication is a phenomenon that combines the features of professionally oriented and foreign language communication and is carried out by means of a foreign language. This is

confirmed by the definitions provided by scholars in their research. Thus, Y. Nikolaienko emphasises that "professional communication in a foreign language environment is a process of interaction between specialists, which is determined by the needs of their joint professional activity and takes place in a linguistic and cultural society where the main means of communication is a language that is not native to at least one of the communicators" [14]. According to A. Zinchenko, foreign language communication for future agrarians consists in the ability to "translate intentions as a communication tool" within the framework of general professionally oriented communication [22]. Accordingly, professionally oriented communication can be seen as the exchange of information through various sign systems involving extralinguistic signals and knowledge about the cultural characteristics of the ethnic group [22]. L. Gaponenko defines foreign language professionally oriented communication as "interpersonal interaction in the field of information and cognitive contact, which involves the exchange of information on the basis of feedback, taking into account the possibilities of cognitive and emotional impact on employees, which are carried out on the basis of behavioural etiquette of foreign language speakers" [9].

In her dissertation study, Y. Nikolaienko proposed an analytical model of the structure of professional communication in a foreign language environment of future agricultural specialists, which includes the following components: subjects of communication - representatives of a certain profession united by common activities; needs and motives of the subjects of communication; goals - the general goal of professional communication, which is to organise and optimise joint activities, and personal goals of the subjects; means and strategies of communication, the choice of which is determined by the communicative situation [14].

In her dissertation research, K. Yakushko understands foreign language communication of students of agricultural universities of technical specialities not only as the use of lexical and grammatical structures of a certain foreign language in speech (Yu. Nikolayenko), but also "taking into account non-verbal means of communication" (O. Vovk), "communication through symbols-signs" (A. Volkov), "somatic preferences of future agrarians" (N. Grabovsky), "linguistic and sociocultural competence" (L. Yermakova), "dialogue of textual features" (G. Maletske), etc. S. Barsuk emphasises the fact that foreign language professionally oriented communication is regulated by the norms of official interaction and official relations [30].

Depending on the tasks facing an agricultural specialist, foreign language professional communication can take place in different forms - oral or written. The forms of oral professionally oriented communication of an agricultural specialist include dialogues, discussions, conversations, meetings, monologues, meetings, negotiations, briefings, press conferences, presentations, receptions on personal issues, telephone conversations. Written forms include business correspondence with representatives of various agricultural companies, reports, notes, business cards, messages in social applications (Messenger, WhatsApp, Viber, Telegram or Skype).

In the course of performing their professional duties, agricultural specialists communicate with many people on various issues, using different styles of speech,

namely formal business, scientific and colloquial. Each of these styles has its own grammatical, syntactic and lexical features. In this study, we will look at them in detail.

First of all, an agricultural specialist uses the formal business style in business correspondence with agricultural enterprises, firms and organisations to establish cooperation or solve urgent problems. This style is characterised by the following features: formality, documentation, stability, brevity, extreme clarity of expression, high standardisation of a large part of expressions, strict regulation of the text, accuracy, unambiguity of wording, clarity, and avoidance of speech clichés and clichés. The grammatical features of this style include the use of the Indicative, Conditional (Konjunktiv II) and Imperative moods; the use of first- and third-person plural pronouns. Simple syntactic constructions are typical for this style. Formal business style has its own official business vocabulary, but it is not particularly extensive. In business correspondence with representatives of agricultural firms about ordering new equipment, fertiliser or seeds, the texts use professional vocabulary. It should be noted that the flavour of formality is formed not by the vocabulary, but by the stable composition of the text. The texts lack emotionally expressive vocabulary and any manifestation of the author's individuality; synonymy is limited.

The scientific style is often used in agricultural discourse, when communicating orally or in writing with colleagues and subordinates on professional topics. This type of communication usually takes place at conferences, symposia, and seminars. The main stylistic features of the scientific style are informative, conceptual and substantive, objective, logical sequence, generalisation of concepts, unambiguity, accuracy, conciseness, evidence, persuasiveness, argumentation, explanation of cause and effect relationships, and conclusions. Traditionally, there are three sub-styles of the scientific style: scientific (dissertations, monographs, articles, scientific reports, etc.), whose texts are intended to explain a scientific idea to an agricultural specialist; popular science (essays, articles, lectures, etc.), whose genres are addressed to the general public to make people as familiar as possible with scientific achievements; scientific and educational (textbooks, manuals, lectures, etc.), whose purpose is to convey a system of knowledge to an agricultural specialist at a certain stage of his or her scientific and educational development.

Agrarian texts of the scientific style are characterised by impersonal and subjective presentation of material, the use of the passive voice, nominal style, and the dominance of the third person singular of verbs. In communication, such parts of speech as a verb and a noun are used more often. Verbs are mostly used in the third person singular, less often in the first person plural to indicate the plurality of authors, sometimes a polite form of address is used, and all other verb forms are not used in this style. The subjunctive mood (Konjunktiv I) is used to convey quotations, but the more scientific the text becomes, the less the subjunctive mood is used. Almost all texts of different sub-styles are formed in the Indicative Mood. In German agricultural texts, modal verbs and modal infinitive constructions are used. To express possibility or necessity, the modal verbs "*können*", "*müssen*" and "*sollen*" are most often used. The modal verb "*dürfen*" is used to express a negative or limited

portrayal of a certain phenomenon or process. Only in texts of the popular science sub-style can we observe a high frequency of the modal verb "wollen" to express a desire or to express one's own position. Modal infinitive constructions are used to express possibility or necessity, the most commonly used being the passive construction "sein+zu+Inf". In addition, the use of the passive voice is common in the scientific style. A typical feature of all sub-styles is the nominal style. Nouns are very common in agricultural texts. Verbal nouns formed from transitive verbs and the suffix *-ung* (*die Verdunstung; die Atmung; die Einlagerung*) are frequently used, while noun infinitives with *-en* are not common. Definitions are widely used to clarify and define nouns. They serve as a means of linguistic economy and are an additional indicator of the nominal style, which, as noted above, is characteristic of this style of speech. The genitive case is often used as a determiner (*Sprossknolle der mehrjährigen Kartoffelpflanze; die Größe der Knollen*), and common determiners have the first participle (*tiefliegende Knospen; die ausreichende Luftzirkulation*) or second participle (*ein biologisch geführter Bauernhof; der kompostierte, von den Tieren erzeugte Mist*). In agricultural texts, adjectives are used for linguistic and semantic compaction, they create semantic clarification and completeness, which is also typical for the scientific style of agricultural texts. Also, the analysis of German-language agricultural scientific literature has shown that this style of literature is characterised by a low frequency of pronoun use.

In addition to the grammatical features of agricultural texts in the scientific style, there are syntactic features. First, we should note the length of the sentence. Usually, sentences are compound or complex, and there is a high frequency of using conjunctions and secondary clauses to explain complex phenomena and relationships. Secondly, in scientific agricultural texts, relative subordinate clauses (Relativsätze) and conjunctive subordinate clauses (Konjunktionalsätze) are most often used. In texts of the scientific sub-style, there is a high frequency of subordinate clauses of time and condition (Temporal- und Bedingungsätze). The use of adverbial subordinate clauses (Adverbialsätze) is a stylistic feature of popular science publications. Thirdly, for texts on agriculture, it is typical to use interphrasal communication, which are signals of logical combination. U. Ohm identifies the most frequently used conjunctions (*weil; da; so dass; obwohl; um... zu; sondern*), adverbs (*nämlich; folglich; jedoch; anderseits*), prepositions (*bei; wegen; aus; mit; trotz; zu; für; durch, vor, nach*) and phrases (*aus diesem Grund; im Falle; zu diesem Zweck; mit Hilfe von; durch den Einsatz*) used as means of interphrasal communication in sentences of all types [19].

There are also lexical features of German-language agricultural texts of scientific style. Firstly, the richness of the language with terms and terminological phrases. The terms used by an agricultural specialist in communication can be divided into commonly used, cross-sectoral and narrow-sectoral terms. Commonly used terms are terms that are unambiguously used in almost all areas of the specialist's activity (*der Ertrag; die Quelle; der Markt; das Merkmal*). These terms form the main part of the language of agricultural discourse. They are used in an everyday, well-known sense, so they are simple and universally understood. A feature

of interdisciplinary terms is that they can be found either in related or distant areas of specialist activity (*das Getreide; die Radlast; die Mälzerei; die Brauerei; der Stickstoff; der Getreidespeicher; die Schädlinge*). But the greatest difficulty is created by the so-called narrow-sector or special terms – they are used in only one field of science.

Within a particular science, such as agronomy, there are a great many of them in accordance with the huge number of objects and subjects of scientific and professional activity of a specialist (*die Ernte; die Aussaat; die Silierung; der Klee grass; das Freiland; die Triebspitze*). They are characterised by the unambiguity and non-separability of the structure of multicomponent terms. Secondly, the use of scientific and technical phraseology. In foreign language professionally oriented communication, agricultural specialists often use stable phrases (*in der Lage liegen, zur Verfügung stehen, in diesem Zusammenhang, eine schlagende Bedeutung erhalten, eine bedeutende Rolle einnehmen, in Erwägung ziehen*), words and phrases for consistent and logical connection of individual text elements (*einerseits, aufgrund, zentrale Punkt, auf der Basis, nach dem Befund, konsequenterweise, nach dem Befund*), words indicating the degree of probability (*deutlich, direkt so, sicher, eben, nicht einschließlich, unbesprechen, bestimmt, natürlicherweise*), the objectivity of the information provided (*erheben, beweisen, behaupten, finden, überlegen*) and the absoluteness of the statements (*mit Bewusstheit, mit Sicherheit*). Third, the use of abbreviations and acronyms. The use of abbreviations and acronyms is typical for professionally oriented written communication, such as acronyms (*AG – Arbeitsgemeinschaft – Employees' Union; GEBA – Gemüsebau – Vegetable Growing; DWD – Deutscher Wetterdienst*), apocopies (*Glc – Clucose – Glucose; Öko-Produkte – Ökologische Produkte – environmentally friendly products; Biogas – biologische/biochemische Gas – biological/biochemical gas*) and contamination (*GaLaBau – Garten- und Landschaftsbau – landscape and garden design; GefStoffV – Gefahrstoffverordnung – law on the use of harmful substances*). In addition, graphic abbreviations are used in the texts to indicate measures, units or values: *kg – Kilogram; mm – Millimeter; km – Kilometre; cm – Zentimeter; qm – Quadratmeter*. This group also includes abbreviations such as *d.h. – das heißt; z.B. – zum Beispiel; usw. – und so weiter; i.D. – im Durchschnitt*.

In his/her communication, an agricultural specialist also uses the colloquial style, the main function of which is to exchange ideas between two or more speakers to clarify production or everyday relations. Unlike the scientific and formal business styles, it functions only in oral form. It is characterised by the use of emotionally expressive vocabulary (jargon, professionalisms, colloquialisms, dialectisms, phraseology). Syntactic structures are simple, sentences are mostly short. Grammatical features include the use of the active, conditional and imperative moods; the pronouns *ich, wir; modal verbs*.

Recently, the methodology of teaching foreign languages for professional purposes has been undergoing active changes aimed at solving the problems associated with the small amount of classroom time spent on foreign language learning. This is due to the fact that in agricultural higher education institutions, the

primary task is to train future specialists in a professional manner, not in a linguistic one. In this regard, language teachers have to constantly look for new approaches that can interest and encourage students to study a non-core discipline.

As Z. Korneva has aptly noted, today there is a deviation from the absolutisation of the communicative approach and the formation of pure communicative competence in future specialists [12]. The aim of teaching foreign languages in higher education institutions is to develop intercultural professionally oriented foreign language communicative competence. Accordingly, the main approach to teaching foreign languages in non-linguistic higher education institutions is professionally oriented. Its goal is to simultaneously develop students' foreign language communicative and professional competence. Like other teaching approaches, it is based on the principles of multilingualism didactics, namely (G. Neuner, M. Krüger, U. Grewer):

- cognitive learning (consciously expanding knowledge about the language and about the peculiarities of one's own learning process);
- establishing linguistic parallels (comparing bilingual texts, preparing a terminology dictionary, relying on grammatical and syntactic correspondences);
- content orientation (selection of thematically related texts);
- text orientation (understanding of authentic texts: summarising the content, evaluating it, commenting on it, supplementing it and continuing it);
- optimisation of the learning process (awareness of parallels in language systems, testing effective teaching strategies and techniques, providing aids for independent work).

In the Ukrainian context, it was built on the basis of such foreign approaches as English for specific purposes and German for the profession, but it should be noted that these approaches are primarily aimed at experienced professionals who focus on language acquisition rather than on the subject content they are familiar with. Very often, a professionally oriented foreign language course in Ukrainian universities is based on authentic professional texts with a system of pre- and post-text exercises aimed at developing the necessary skills and abilities for successful communication within their speciality. However, in today's reality, this is often not enough to develop readiness for professionally oriented foreign language communication. Therefore, more and more often, teachers of non-linguistic higher education institutions are turning their attention to integrated learning, which combines the subject content of specialised disciplines with the goals of teaching foreign languages.

We agree with O. Tarnopolsky's opinion that the use of a professionally oriented approach alone is not sufficient in foreign language teaching. After immersing the student in the world of the future speciality, studying the course "Introduction to the profession" and some professional disciplines, it is more effective to use such types of learning as experiential and interactive learning and learning through the content of academic disciplines [27].

Experiential-interactive learning consists of two approaches - experiential and interactive, which is explained by the peculiarities of these two approaches. The experiential learning approach to teaching foreign languages for professional

purposes in non-linguistic universities is characterised by the fact that it requires students to perform real practical actions that are somehow related to the future professional activity that is being modelled [27]. These actions are performed by means of a foreign language in the process of foreign language professional communication. Thus, Z. Korneva gives the following definition of this type of learning: "Experiential learning is learning through the experience of practical activities carried out by means of the language being taught" [12]. The effectiveness of the experiential approach is due to the fact that it provides the most natural way of language acquisition and communication, since learning a foreign language always starts on the basis of students' extralinguistic goals. In cases where language learning takes place within the framework of another activity, the acquisition of language forms and the development of speech skills and abilities becomes a by-product of this main activity. It is carried out from the student's point of view as if in passing. It has been proven that these processes greatly facilitate the assimilation of language material and the process of learning a foreign language.

The peculiarities of experiential learning indicate that such learning is closely related to interactivity. Scientists define it as dialogic learning, pointing out that interactivity is "the ability to interact or be in a conversation or dialogue with something (a computer) or someone (a person)" [28]. In his works, O. Tarnopolskyi understands interactivity as the process of active interaction of participants in the educational process with each other, as well as with the surrounding extracurricular environment and extracurricular sources of information [27].

Interactive teaching methods include those methods that organise the process of social interaction in such a way that, based on this interaction, students acquire some "new" knowledge or new skills and abilities that were born directly in the process of interaction or as a result of it. O. Maliuga refers to the following interactive teaching methods: project method, associative bush, microphone, work in pairs/groups, brainstorming, mosaic, collaboration technology [13].

O. Tarnopolskyi sees the difference between interactive learning and any other, more traditional, learning process in the fact that it provides learning interaction not only between the teacher and students, but also between the students themselves, who actively interact with each other in search of and create new knowledge or in the process of forming and developing new skills and abilities [29]. During interactive learning, the teacher-student interaction fades into the background.

In this interaction, interactive learning is similar to the so-called cooperative language learning [22]. In the Western scientific literature, it is considered as one of the most important approaches to activate students, intensify the learning process and increase its effectiveness. Cooperative learning is interpreted as "a technology of learning in small groups, when it is possible to discuss each problem, prove, argue one's own opinion" [5]. Cooperative learning is not just about working in pairs and small groups, it is about working where the knowledge, skills and abilities of all students are summed up so that students not only learn, but also teach and learn from each other to increase the overall learning effect [2]. Cooperative learning is considered to be one of the interactive learning technologies.

When studying according to the interactive learning model, students have to interact not only with each other, with the teacher and with the educational material that comes to them through the teacher (textbooks, manuals, etc.), but also have to independently search for information in extracurricular sources of information in order to complete their learning tasks. Thus, they come into contact with the surrounding (professional) environment.

Thus, having studied the peculiarities of experiential and interactive learning, we agree with O. Tarnopolskyi's opinion that effective experiential learning of a foreign language for professional purposes is simply impossible if it is not simultaneously interactive. According to O. Tarnopolskyi, experiential and interactive teaching of a foreign language for special/professional purposes is a learning process that is implemented through a system of special types of learning activities [28]. They provide language acquisition and communication as by-products of extralinguistic activities that model the real professional activity of a future specialist. These types of learning activities are based on cooperative learning, which does not exclude individual learning, but, on the contrary, requires it as an integral part of the learning process. Experiential-integrated teaching of a foreign language for professional purposes also necessarily requires students to go beyond the purely educational environment into the extracurricular professional environment using extracurricular foreign language professional sources of information [27].

Integrated learning combines such approaches to teaching foreign languages as content and language integrated learning (CLIL), which includes such approaches as teaching a foreign language through the content of other disciplines (content-based second language instruction) and foreign language immersion. These approaches are very widespread in developed countries and are considered to be one of the leading ways to improve and intensify the process of teaching ESP in universities. Unfortunately, these approaches have come to the Ukrainian methodology of teaching foreign languages relatively recently, but they have already won their place. An analysis of foreign experience shows that they are most in line with modern ideas and goals of teaching foreign languages for professional purposes in non-linguistic higher education institutions. Their concepts position a foreign language as a means of mastering a future speciality and professional information from various sources.

Content and language integration in education consists of four elements: content, communication, cognition and culture. Let's look at each element separately.

Content involves the acquisition of knowledge and the development of skills to understand the professional terminology of a particular field. The learning material should be selected based on a specific professional discipline. It should be noted that the amount of vocabulary that students need to learn is quite large.

Communication involves the development of skills and abilities to use a foreign language as a means of communication in the professional sphere. This is made possible by full immersion in the foreign language environment. A wide range of different technologies enables students to freely express their point of view, compare, contrast and describe the opinions of others.

Thinking (cognition) involves the development of students' mental and cognitive activity. This happens through the performance of search, problem and creative tasks. It teaches students to apply the knowledge they have already acquired in practice and to develop new skills and abilities.

Culture involves getting to know the culture of the country whose language is being studied. Since it is not enough to have a certain linguistic knowledge to communicate in a foreign language, you also need to know the peculiarities of the country's culture.

It should also be noted that CLIL (Content and language integrated learning) is a rather broad concept, which is interpreted as any foreign language teaching when it is used as a means for teaching and learning extra-linguistic content by students [6, 27]. In the process of implementing this approach, language and content are integrated.

The analysis of the European experience of applying this approach to teaching ESP allows us to highlight the general advantages:

1. Growth of linguistic competence and confidence in one's language and speech abilities.
2. Raising expectations of efficiency and effectiveness of learning on the part of both teachers and students.
3. Developing decision-making skills in risky situations and problem-solving abilities.
4. Better development of foreign language vocabulary and grammatical speaking skills.
5. Motivation and encouragement to develop their own autonomy and independence in the learning process.
6. Transition from studying artificial topics typical for foreign language classes to real and practically important topics.
7. Improving the level of native language proficiency, especially literacy.
8. Increasing the level of speech spontaneity in communication due to the fact that the language is used as a means rather than an end of learning.
9. Developing the ability to learn and concentrate on learning.
10. Developing learning motivation and a positive attitude towards the learning process.
11. Opportunity to integrate the development of intercultural communication skills into the curriculum.
12. Development of critical thinking and creative potential, increase of self-esteem.

This approach has many advantages, but its full implementation in the educational process has some difficulties. Firstly, it requires qualified teaching staff; secondly, it requires constant cooperation between language teachers and teachers of various specialised disciplines; and a high level of language training of students.

In addition, special attention should be paid to the selection of teaching material and the development of tasks for it. The content of the course will depend on

the number of hours in a particular speciality. In practice, there are three basic models of course design:

- extension of language education (one or two hours per week are devoted to working with materials on specific topics of a subject or several subjects);
- modular teaching (at different stages of the educational process, modules for studying a single or several subjects in a foreign language are included);
- partial merger with the subject (up to 50% of foreign language classes are conducted in the CLIL format).

The first and second models are very progressive and effective, but they are aimed at students with high or intermediate language proficiency and require a large number of classroom hours. Given the small number of classroom hours and the low level of language proficiency of students in agricultural higher education institutions, it would be appropriate to use the third model of course design, namely partial fusion. This will make it possible to combine the methodology of language and content integration with traditional vocationally oriented training. This slower pace of work will improve the level of language training for unprepared students and expand the knowledge of intermediate students. Thus, language teachers are increasingly choosing content and language integration over the traditional vocationally oriented methodology.

As noted above, content and language integration in teaching is a rather complex concept, and this approach includes teaching a foreign language through the content of other disciplines (content-based second language instruction). This methodology is practically oriented and includes only such types of learning activities that are relevant to the future profession. These include brainstorming sessions, discussions, presentations on professional topics and project work. Scientists (D.M. Brinton, M.A. Snow, M.B. Wesche) understand foreign language teaching through the content of specialised disciplines as a combination of certain content of disciplines with the goals of foreign language teaching [3]. In their opinion, it ensures the parallel acquisition of knowledge in a particular discipline, as well as speech and language skills related to the target language and communication in it. In applying such teaching, the Foreign (German) Language (for Specific Purposes) programme should be closely related to or directly based on the programme of study of a particular professional discipline, so that the sequence of language/speech content is consistent with the needs of the sequential acquisition of the content of the professional discipline. The focus of students' attention is on the acquisition of extra-linguistic information of a particular professional discipline through the means of a foreign language.

Learning a foreign language through the content of other disciplines is a good basis for a gradual transition to foreign language immersion. The practice of foreign language immersion is quite widespread in many countries around the world. Its essence lies in the teaching of one or more professional disciplines in a foreign language. Foreign language immersion programmes for higher education institutions define such immersion as a specific type of integrated learning when the goal is for

students to master a professional language. Scientists distinguish three types of foreign language immersion:

1) full immersion - these are regular classes in professional disciplines conducted in a foreign language without translation;

2) partial immersion is a type of classes that involves a temporary combination of foreign and Ukrainian languages at the initial stage with a gradual transition to full immersion;

3) moderate immersion is the simplest type of immersion, which is also based on the combination of Ukrainian and foreign languages in the teaching process throughout the course.

It is moderate immersion that ensures students' language development, creates the basis for mastering the subject content of specialised disciplines and is the main basis for a gradual transition to partial and full immersion [12]. We agree with the opinion of O. Tarnopolsky, who emphasises that there is no need to abandon traditional language teaching for professional purposes. This approach should be the basis for the implementation of the above approaches. It should also be borne in mind that the number of hours for studying the discipline "Foreign language (for professional purposes)" is small, so for most specialities in agricultural higher education institutions, foreign language immersion is possible only outside the main course [27].

Analysis of foreign experience and research by Ukrainian scientists allow us to highlight the benefits of foreign language immersion and foreign language learning through the content of other disciplines, including

1) professional skills and abilities are formed and developed mostly spontaneously, as a by-product of extradiagonal activity;

2) because it is impossible to separate language learning from learning a future profession, a foreign language becomes a professional discipline, which has a positive impact on the motivation to learn.

It should be noted that the practice of foreign language immersion is widely used in Germany and Canada, and the model of foreign language education in these two countries is based on a single principle - the use of a foreign language as a tool for mastering the content of an academic discipline. In Germany, this approach differs in the following aspects: the selection of disciplines to be taught in a foreign language, their number and duration of study. Scientists emphasise the fact that the use of a foreign language in professional training is a didactic reserve that can improve the level of students' communicative professional competence [16].

When developing foreign language professional communicative competence, based on such approaches as professionally oriented, experiential-interactive or learning through the content of special disciplines, such types of learning activities as case studies, discussions, presentations and professional portfolios are usually used. All of these types of learning activities are united by the fact that each of them, in one way or another, provides modelling of such practical activities of the future agrarian that require communication in a foreign language to solve professional problems. In addition, these types of learning activities ensure the parallel mastery of all types of

foreign language speech activities, including reading, and in the most natural conditions of their integration.

Since the profession of an agrarian is a managerial one, a graduate is responsible for his or her subordinates and the processes taking place on the farm. During their studies, they must learn how to find solutions to professional situations in a foreign language, and the case method is a useful tool in this regard.

The case method is a teaching technique that uses descriptions of real professional situations. In the course of learning, students must familiarise themselves with the situation, understand the essence of the issue and suggest ways to solve it. According to the structure, the following types of cases are distinguished: highly structured cases, unstructured cases and ground breaking cases [22]. According to Y. Degtyareva, the peculiarity of teaching by the case method is that students should have a high level of skills in all types of speech activities (reading, writing, speaking and listening) [7]. Therefore, the use of this method in the formation of foreign language professional competence is best applied at the final stage, when the student has sufficient vocabulary in the speciality.

Due to the country's development and international relations, more and more often agricultural business professionals travel abroad to sign contracts, meet with international partners, and participate in agricultural exhibitions and conferences. To ensure the success of their business trips, they need to be prepared to participate in discussions and have experience in preparing presentations for their speeches. The use of such learning activities as discussion and presentation by the teacher in the course of teaching a professionally oriented foreign language will help them prepare for public speaking in a foreign language. These types of learning activities will also be useful in the development of professionally oriented competence in German reading, because, as experts note, it is impossible to prepare for an oral presentation or discussion without reading certain professional literature. This also confirms the interpretation of O. Tarnopolskyi, who defines a presentation "as a prepared professionally oriented statement, united by specific tasks and situational conditions, based on the results of an analytical study of a particular problem, has a clear logical and compositional design and is aimed at effectively informing, motivating or persuading a certain audience, taking into account its main cultural and socio-demographic characteristics" [8, p. 56].

In addition to the above-mentioned types of learning activities, such a teaching method as a professional portfolio or a specialist portfolio is undoubtedly effective. It is the leading method in the formation of foreign language professional competence in future agrarians. In the teaching methodology, a professional portfolio is considered as a method of organising learning, its control and evaluation. It is a collection of completed work and learning materials for a certain period of study. According to researchers, the professional portfolio method enables students to develop self-assessment, analysis, synthesis, critical thinking, the ability to make connections, and to implement theoretical knowledge in practice.

Thus, the analysis of regulatory documents shows that foreign language training in agricultural higher education institutions takes up only 2% of the total

hours, but is a mandatory component of the overall system of professional training. The purpose of teaching the discipline is to develop readiness for professional communication in a foreign language. During the course of study, all components of foreign language professional competence are developed: linguistic, socio-cultural, educational and professional. The leading approach to teaching a foreign language for professional purposes in agricultural higher education institutions is professionally oriented. But recently, there has been an active introduction of new approaches, the value and effectiveness of which has been confirmed by foreign experience. Among them, we have identified CLIL (Content and language integrated learning), which combines foreign language teaching through the content of other disciplines (content-based second language instruction) and foreign language immersion. The advantage of applying such approaches in an agricultural university is that they will help, if not overcome, at least reduce students' unmotivation during foreign language vocational training, as students will receive professional educational material in a particular discipline in their speciality while learning a foreign language. This will help to bridge the existing gap between learning a foreign language and learning a speciality and help to develop foreign language professional competence more quickly.

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