1 TEACHING THE DISCIPLINE "UKRAINIAN LANGUAGE (FOR PROFESSIONAL PURPOSES)" IN TECHNICAL INSTITUTIONS: METHODOLOGY, TECHNOLOGIES, TOOLKIT

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ABSTRACT

In the conditions of the information society, an important task of higher education is to form the ability of a future specialist to professional self-realization, to create conditions for the development of self-education skills. The reform of higher education, its focus on humanization and humanitarianization of education makes it possible to form a social order of society to provide language competence to students — future specialists in various sectors of the national economy, since the ability to communicate in the language of the profession increases the efficiency of work, helps to better orientate not only in production, but also in direct business contacts with colleagues.

The author team represents its own methodological developments in teaching the discipline "Ukrainian language (for professional purposes)", informs about the features and specifics of educational classes in terms of distance learning, taking as a basis a student-centered approach in the formation of an educational trajectory. Teaching humanitarian disciplines at the present stage is not possible without the use of virtual technologies as a tool for improving and optimizing the educational process. The use of information and communication technologies, artificial intelligence during teaching allows for a more dynamic presentation of the material, activation of interest in knowledge, better perception and assimilation of educational material by students, creation of conditions for high-quality independent work, which allows dialogizing the educational process, strengthening the motivation for learning, diversifying the forms of presentation of educational tasks.

KEYWORDS

Ukrainian language (for professional purposes), distance learning tools, information and communication technologies, terminology, artificial intelligence.

1.1 INNOVATIONS AND TEACHING TOOLS IN DISTANCE LEARNING: STUDENT-CENTERED ORIENTATION AND IMPLEMENTATION FEATURES

Modernization of education in Ukraine requires a student-centered orientation of the educational process, in particular, distance learning using Internet and video technologies and modern multimedia interactive equipment. The distance form combines the advantages of traditional education and virtual, when subjects can be separated in physical space, and possibly in time. It is implemented by transmitting and receiving information in virtual space, provided by a special system of organizing the educational process,

a special methodology for creating teaching aids, a teaching strategy, as well as the use of electronic or other communication technologies.

The purpose of our investigation is to consider the features of implementing the distance educational process as a form of student-centered learning, which involves "active educational activity of the applicant during the acquisition of the necessary competences and increased responsibility for their own learning, aimed at achieving a certain result. Teaching professional disciplines should move away from monological teaching of material to creative cooperation between the teacher and the student, especially in conditions of distance and blended learning. Traditional knowledge-skills and abilities are not denied, but priority is given to knowledge-understanding-skills, as a result of the integration of which both general and professional competences are formed" [1].

For the successful implementation of distance learning in higher education institutions, synergistic efforts are required from both programmers and specialists in the field of computer communications, as well as subject teachers, methodologists familiar with the specifics of Internet and pedagogical technologies, with modern trends in the education system, concepts, theories, psychological features of interaction in the network. In addition, it should be taken into account that the educational process carried out remotely is more laborious and multifaceted compared to face-to-face, and information technologies and the virtual environment have not yet become a general cultural practice, although they have great potential for the development of Ukrainian education.

The methodology for using Internet technologies significantly affects the selection by the teacher of the content of educational material and its structuring in view of the system of text hyperlinks, since the model of a linear form of presentation of material in printed publications is not acceptable for the electronic version, and multi-page traditional textbooks, even in virtual form, do not meet the requirements of the time. However, the teacher's methodological efforts and the creation of appropriate conditions for virtual communication will not have the expected result without active self-organization of cognitive activity on the part of the student, which entails the use of the entire arsenal of acquired competences: intellectual, emotional, value-oriented, behavioral, etc. The teacher's consideration of these nuances affects the formation of a student-centered orientation of the educational process by determining the model of learning, control and assessment of knowledge, which will contribute to the most effective assimilation of professional knowledge. The psychological and pedagogical features of distance education affect the specifics of interaction in the virtual environment, which is formed by each student individually, becoming a factor in his/her socialization, a means of solving psychological problems, a tool for forming his/her new socio-cultural experience.

The multidimensionality of the distance form of learning includes several classification categories. For example, according to the quantitative criterion, distance learning is divided into individual (one/one) and group (one/several; many/many; small groups; pairs of variable composition). According to the criterion of participant activity, we can determine passive communication (information comes from the teacher to the student, when the student perceives it relatively passively); active communication (the teacher and the student are in constant exchange of information, learning occurs in the process of dialogue); interactive communication (learning occurs in the process of polylogue). In each specific case, a correctly selected

model of the virtual educational process contributes to increasing the personal intellectual potential of the future specialist in the chosen field, harmoniously combining his/her external and internal mental activity.

Teaching humanities at the present stage is not possible without the use of virtual technologies as a tool for improving and optimizing the educational process. In the conditions of the information society, an important task of higher education is to form the ability of a future specialist to professional self-realization, to create conditions for the development of self-education skills.

For the development of students' creative abilities, their ability to navigate in the information environment, an important role is played by virtual technologies — a set of hardware and software tools that allow the user to work interactively with various types of data (text, sound, video, graphic images and animation), organized in the form of a single information environment. The advantages of these technologies are the use of audiovisual information, expanding interactive capabilities, visualizing the proposed material, the ability to sort information, and improving methods of accessing information.

The use of information and communication technologies enables a more dynamic presentation of the material, activation of interest in learning, better perception and assimilation of the educational material by students, creation of conditions for independent work, allows to dialogize the educational process, strengthen the motivation for learning, diversify the forms of presentation of educational tasks, implement them in various situational training exercises, activate students' educational work, strengthen their role as a subject of learning, provide feedback, apply game techniques, etc.

Given the specifics of implementation, virtual technologies can be divided into the following categories:

— synchronous interaction of the teacher and students on the platforms Skype, Viber, WhatsApp, Telegram, Line, Google Meet, Zoom, etc.;

— use of data storage devices: cloud technologies, hard drives, USB-Flash drives, CD-ROM, micro-SD drives;

— asynchronous interaction: educational sites, audio fragments, presentations, static images; correspondence via email, forum, group; electronic educational materials: textbooks, teaching aids, video fragments, animation materials, etc.

Animation (from French *animación* — "spiritualization") is the Western name for cartoonification, a type of cinematography and artwork (cartoon), as well as the corresponding technology. Computer animation is a sequential display (slide show) of previously prepared graphic files, as well as computer simulation of movement by changing (and redrawing) the shape of objects or displaying sequential images with phases of movement. It can be used both for the teacher to explain new material during a lecture or practical lesson, and when a student does homework with viewing (if necessary, repeatedly) animation materials from a certain electronic storage device.

Modern computers enable developers of didactic materials to operate with such a complex of verbal and non-verbal means that allow them to create aesthetic, exciting, cognitive, problem-solving materials, intellectualize tasks, increasing students' motivation to learn, forming their holistic worldview, and developing self-education and communication skills. Not so long ago, new knowledge could only be obtained from books and from a teacher, but today the range of sources for obtaining new information has expanded significantly, starting from television and ending with the global Internet.

The distance learning format forced teachers to change traditional classroom classes, where all students could be covered by attention and direct communication with the teacher, to online classes with the impossibility of controlling the work of each student even during practical classes. The question of feedback communication, the importance of getting students interested in the subject under the conditions, in which the Russian-Ukrainian war threw us, was rightly raised.

The teaching methodology in the distance format encourages a conscientious teacher to focus maximum efforts on self-improvement, mastering new knowledge to improve teaching, diversifying the methods of presenting the material and the survey methodology, so that students can demonstrate their mastery of the material in the most convincing way.

Modern youth has the proper level of awareness of computer science, confidently uses computer technologies, and this resource can help the teacher obtain objective results when assessing the knowledge, gained by students. Therefore, for example, in the classes on "Ukrainian language (for professional purposes)", the proportion of homework and practical exercises increases not only in the form of oral presentations, but also in the form of video presentations by students of a certain topic, for example, during a sectoral press conference, when students prepare a topic in their specialty and represent it in the class. In such a class, the teacher can always understand how well the students are adapted to the realities of higher education, how well the academic group is a friendly team, because the algorithm for holding a press conference requires consolidated work and preparation of all participants. The effectiveness of such a class depends on the harmonious combination of upbringing, educational and communicative components. In the case of poor-quality preparation for a class, held in the form of a press conference, the teacher will definitely make it clear that the reason for the defeat is the lack of communication between students. In such cases, it would be rational to help students understand the importance of teamwork, to convince them that joint preparation and activity will give them new skills and abilities.

Modification of educational sessions also occurs in other ways, in particular through the teacher recording a video explanation. There is a positive effect here for the teacher, because, working with the recording, he/she becomes much more demanding of him/herself; watching videos, he/she finds mistakes and improves during re-recording. Of course, this requires a lot of time and effort, but it also makes teaching more qualitative. For students, the positive effect of video explanation, among many factors, is that if it is impossible to join online classes due to a planned/unplanned power outage or lack of Internet connection, they, being informed about an additional option on the virtual page of the educational subject, can review the topic in the video recording at any time.

If the topic of oral professional communication is being considered, the teacher can give a task to the students to prepare their videos based on the material watched, to formulate questions that they will ask the teacher. Distance learning has made it possible to regularly use multimedia and video content, which enlivens the learning process. In particular, during a blitz survey, the majority of students answered affirmatively to the question of whether they like it when all classes begin with a video clip on a patriotic theme lasting from 2 to 5 minutes, while entering the virtual classroom. There is also an educative moment here: at this time, students demonstrate their awareness of the latest recordings of national-patriotic songs about the Russian-Ukrainian war, performed by Ukrainian bands.

Another, now mandatory element of each distance learning course in "Ukrainian language (for professional purposes)" is a test control (approximately 20 tests with only one answer attempt for 20 minutes) for each topic to consolidate the theoretical material. Such a test assessment is not absolute for the final assessment, although it fulfills the main task — to check how much students have mastered what they have read or reviewed.

The communicative approach deserves special attention when studying the Ukrainian language (for professional purposes). The reason for the growing interest of scientists in the problem of communication in education is the awareness of its role as an important factor in the development of the personality. The communicative approach acquires particular importance when studying the Ukrainian language, where the authoritarian, monological approach has long dominated. It was decisive, and the experience of democratic, dialogical education was insignificant. The flagships of the study of the communicative approach are such domestic scientists as V. Vdovin [2], O. Dolhopol [3], T. Zubenko, M. Kademiia, M. Koziar, V. Kozakov, O. Kuznietsova, O. Matviienko, S. Nikolaieva, O. Pankevych, O. Pometun, M. Pryshchak, T. Rak, G. Shelest [4], and others.

An important aspect of the implementation of innovative pedagogical technologies is the departure from the routine monologue transfer of knowledge about language as a system by the teacher to students, theoretical explanation of the basics of official-business, scientific, conversational styles of the Ukrainian language. The most important task of a linguist teacher is to create conditions for the practical application of language skills, which will subsequently contribute to successful oral professional communication. This opportunity arises through the use of the communicative approach, significantly supplemented by linguodidactic technologies, aimed at achieving written (grammatical) competence. Communication is that important link that, dynamically combining theoretical and technological approaches in the educational process, is built on the ontological, axiological, teleological foundations of pedagogy: ontological principles focus attention on the fact that communication is the basis for the development of the individual and society; axiological — actualize such values as spirituality, patriotism, tolerance, trust, love, responsibility, cooperation, friendship, freedom; teleological provide an opportunity to implement — through the prism of spiritual values, social responsibility, professional competence — the system of communicative coordinates "I — Other", etc.

One of the important components of the communicative approach is interactive language learning, which helps to establish emotional contacts between students, teaches to work in a team, to discuss competently, taking into account the opinions of classmates, adhering to etiquette principles and language formulas, etc. The main principles of interactive learning are individualization, flexibility, creativity, a situational approach and the development of cooperation. Interactive technologies contribute to the easy memorization of complex theoretical principles, relieve nervous tension, make it possible to change forms of activity, focusing attention on key moments of the lesson.

Thanks to the use of interactive methods during the study of the discipline, the specific weight of the polylogical type of communication in future specialists situationally increases, skills are formed to create a favorable, positive psychological atmosphere in the virtual classroom, and etiquette norms of communicative cooperation are developed.

Interactive learning occurs under the condition of constant, active interaction of all participants in the educational process, in which both students and the teacher are equal subjects, understand the purpose

of their activities, reflect on what they know and are able to do. Its organization involves modeling various life situations, joint problem solving based on the analysis of a student monologue, polylogue, role-playing games, quests, work in pairs, mini-groups, etc. For example, mastering the topic "Rhetoric and the Art of Presentation", students perform video recordings of their own oratorical speeches, which are then collectively analyzed under the guidance of a teacher. During the role-playing game, the student's readiness and ability to work in a team, to structure their activities, to accompany them with appropriate oral and written texts are tested, demonstrating mastery of the complex of norms of the modern Ukrainian language. The brainstorming method is used in classes, devoted to the specifics of scientific discussions, and pair work is used when studying the etiquette of conducting a dialogue, in particular, a telephone conversation as one of the types of business communication, which gives students the opportunity to demonstrate orthoepic literacy, to stylistically correctly formulate their thoughts, and to use all the lexical wealth of the Ukrainian language.

Thus, distance learning, combining various pedagogical and information technologies, used in a virtual environment, allows overcoming a number of problems of traditional education (binding to place and time, insufficient independent activity of students, directiveness of teaching, etc.), expands the audience as much as possible, makes it possible to improve the quality of teaching of academic disciplines, satisfy the individual educational needs of students in acquiring the chosen qualification and realize their creative potential. The use of the communicative approach in the educational process and the use of animation materials during the teaching of the cycle of humanitarian disciplines contributes to the figurative understanding of the educational material, its better assimilation and memorization, gives impetus to the development of students' own creative abilities due to the perception of creative methods of presenting new information by teachers. All these innovations contribute to the formation of a competitive specialist whose competences meet the needs of Ukrainian society.

1.2   BINARY FORM OF CONDUCTING CLASSES AS AN EFFECTIVE EDUCATIONAL TECHNOLOGY

Recently, the attention of many higher education teachers has been focused on the search for new effective technologies for conducting classes, among which the binary form of conducting classes occupies a prominent place. This problem is highlighted in the works of such researchers as L. Krasytska [5], V. Borysenko, O. Liubashenko, T. Symonenko, Yu. Surmin [6], S. Rudenko [7] and others.

Binary classes usually involve the implementation of "paired" lectures or seminars on related topics from two disciplines with the participation of two teachers or one teacher who teaches several disciplines. For example, "a binary lecture (duet lecture) in the educational process <...> is a lecture that is simultaneously conducted by two specialists, in particular, teachers of two different branch disciplines of one higher education institution, teachers of one academic discipline of different higher education institutions, a scientific and pedagogical worker and a research associate, representatives of two different scientific schools, etc." [5].

The essence of binary classes is that a multifaceted connection is created between individual disciplines of the educational process. This non-traditional form of learning is mainly inductive-deductive in

nature. The interaction of two teachers and students in the mode "from details to generalization and from generalization to details" makes it possible to implement the principle of integration of knowledge, skills and abilities.

Such classes help to apply the knowledge, gained from different fields of activity to solve one problem in practice. Binary class is a type of integrated class, the main advantage of which is the ability to form a system in the minds of students, help to imagine the relationship between subjects, and thus increase the level of knowledge. Binary classes require intensive activity from each student, help to strengthen the teaching staff, set common tasks for teachers, develop joint actions and unified requirements.

An important role in the preparation and conduct of a binary class is played by the fact that teachers must be like-minded in psychological, methodological and methodical plans. Conducting integrated classes requires serious and thorough preparation from teachers. Teachers must strictly adhere to the regulations, think through the forms and methods of work in detail, create an atmosphere of interest and creativity. Therefore, such classes are more like a theatrical production, and therefore require teachers to have the ability to improvise.

The starting point is the analysis of the factual material that is subordinate to the chosen topic of the binary lesson, it is considered to what extent it can increase the motivation of students' activities. The next step is to find the most rational form of conducting (this can be a role-playing game, performance, press conference, concert, trip, excursion, brainstorming, etc.). Under such conditions, teachers can act as "moderators" in the organizational plan and as "judges" in the substantive plan, who evaluate the effectiveness of students' training. In our opinion, the use of integrated binary lessons in general education subjects for the formation of information and communication skills of a future specialist is quite effective. Its advantages are that the professional knowledge of future specialists is formed in a complex and gives a holistic, rather than fragmentary, idea of a certain phenomenon. The form of conducting is non-standard, contributes to the long-term retention of students' attention, which indicates the developmental effect of training; increases the intellectual potential of students, provides an opportunity to rethink the material and establish cause-and-effect relationships between certain phenomena, develop logical thinking, communication skills, and self-realization in the creative process for both teachers and students, and contributes to the formation of their professional competences.

However, it should be noted that binary-type classes have not only positive, but also negative aspects. The positive ones undoubtedly include the implementation of one of the most important principles of didactics — the principle of systematic learning, the creation of optimal conditions for the development of thinking, the development of logic, flexibility, criticality, a systematic worldview, the harmonization of the personality of students, the reduction of academic subjects number, the expansion and deepening of interdisciplinary connections, the opportunity to obtain a greater amount of knowledge, the motivation of students' learning, the activation of cognitive activity and creativity. Among the negative ones, it is worth mentioning the increase in the density of classes, the often impossibility of detailing the material and the significant expenditure of time on preparation for classes.

Despite the above, binary classes in a higher educational institution form an adequate students' assessment of the importance of the disciplines they study for their future professional activities, contribute

to the improvement of professional competences, to the accumulation of methodological experience of teachers, and increase the effectiveness of conducting integrated classes on various formats, but related blocks, such as the topic "Interview with an employer" from the discipline "Ukrainian language (for professional purposes)", which examines the types and kinds of interviews, preparation and methods for their successful completion, and topics, such as "The Glorious Ukrainian Family of Symyrenko" from the course "History and Culture of Ukraine", which deals with an outstanding family that played a significant role in the formation and development of the Ukrainian economy, trade, mechanical engineering, sugar industry, science, culture, built a real industrial empire, embodying the principles of socially responsible business.

1.3 UKRAINIAN TERMINOLOGY STUDIES AS THE BASIS OF LANGUAGE AND PROFESSIONAL KNOWLEDGE

The feasibility of using the achievements of Ukrainian terminology in the educational process is not an educational innovation today, however, this problem still repeatedly arises as relevant in linguistic didactics due to inadequate scientific, methodological and didactic support. In addition to the fact that national terminology is an important component of the social adaptation of a young specialist, it also has an undeniable impact on the general linguistic education of a student as a citizen of Ukraine, is a significant part of the necessary information of a language user, and subsequently (through the educational process) becomes the basis for the student's professional skills at the level of professional communication, which makes it possible to organize an expression that optimally solves a communicative task within the scope of specialization. Therefore, in our opinion, in modern linguistic didactics, the issue of providing not just professional knowledge to students of technical institutions of higher education, but specifically language-professional knowledge, that is, language competence in the profession, chosen by a young person, is increasingly being discussed with methodical persistence.

We aim to represent possible solutions to modern problems of language education, in particular the expediency of forming the discipline "Ukrainian language (for professional purposes)" in view of the achievements of modern Ukrainian terminology studies, because language teaching in higher technical institutions should be oriented primarily to professional speech and synthesize linguistic knowledge with knowledge in technical branches of science.

According to linguist and terminologist Z. Kunch, "the study of term vocabulary during the training of future engineers involves painstaking work under the guidance of an erudite teacher-philologist. It is he/she who possesses the full range of information on the specified issues, since all these aspects of the analysis of terminological research are inextricably linked and have certain developments in both Ukrainian and foreign scientific discourse. Therefore, the study of term vocabulary in classes on "Ukrainian language (for professional purposes)" requires significant involvement of modern scientific literature, a deep understanding of various methods and needs a comprehensive approach and systematic work with students" [8].

Teaching of humanitarian disciplines, including Ukrainian language (for professional purposes), in higher technical educational institutions in recent years, due to objective factors, has been taking place in conditions of a shortage of hours — near 32 classroom hours. This could not but affect the general

level of education of a modern graduate of higher education in Ukraine: mixing Russian and Ukrainian in statements, tracing, inability to choose appropriate terms from the specialty for competent drafting of professional business papers, difficulties in logical and consistent presentation of one's own point of view within the profession. And this is far from the entire list of existing speech problems, caused by the student's "understudy" of the Ukrainian language in the study time, allotted for this purpose, because cases of complete illiteracy are becoming more frequent, when students do not follow even elementary spelling rules due to their frank ignorance, there is a lack of sufficient vocabulary, and language norms are generally ignored.

Often, imperfect command of the Ukrainian language generates a considerable number of typical mistakes, incorrect expressions, and distorted words, and reduces the level of speech culture in the national dimension. In this sense, it is worth talking about the need to differentiate the teaching of the Ukrainian language both in time and in content. If among the student body there are those who have a very low level of literacy (and the reasons for this can be quite different: unavailability of school education in the occupied territories during the Russian-Ukrainian war, evacuation, destruction of schools and infrastructure, constant threat to life, suspension of lessons during air raids, power and communication outages, injuries to children and teachers, etc.), then the educational institution, in order to effectively master professional knowledge by such students, should introduce a course in "Modern Ukrainian Language", so that the student can catch up on the basic spellings and punctuation marks, missed in the school course, and only then offer to study the discipline "Ukrainian Language (for professional purposes)". Therefore, the two disciplines "Modern Ukrainian Language" and "Ukrainian Language (for professional purposes)" should complement each other and be separated in time: the first must necessarily precede the second.

Today, in scientific and pedagogical circles, there is a discussion not only about the need to strengthen knowledge of the Ukrainian language at all levels of state structures (the need for civil servants to take an exam to determine the level of proficiency in the state language in order to perform their official duties), but also about the need to reformat the course "Ukrainian Language (for professional purposes)" for educational and qualification levels of higher education applicants, because state management should be carried out not just by citizens of Ukraine, but by highly educated specialists who begin their professional path from the student bench. Therefore, the main requirement of the Ministry of Education and Science of Ukraine is to develop fundamentally new software for teaching this discipline, taking into account the achievements of industry terminological studies, which correspond to innovations, qualitatively new achievements of scientists in various fields of human activity and move together with industry science towards the introduction of new technologies.

We, teachers of technical educational institutions, also join in this, therefore we offer our own considerations in the form of theses on the modernization of the education system in accordance with the latest achievements of pedagogical science and linguistic didactics.

First thesis. Scientific and pedagogical workers, methodologists of various levels strongly recommend that when studying the Ukrainian language, one should move away from the established tradition of the former discipline, which was called "Business Ukrainian Language", and study the rules for compiling various types of documents. If earlier the training was carried out mainly for the purpose of acquiring such skills by

students, that is, the course program was focused only on the study of paperwork, which was criticized and prompted the course to be reformatted, then recently there have been increasingly insistent proposals not to consider business papers in classes at all, because every organization has typical samples of documents that it uses. But, in our opinion, it is not advisable to completely abandon the study of clerical work in the updated course "Ukrainian Language (for professional purposes)", but the study of those documents that are primarily relevant to future professional activities is worth providing in the structure of the discipline. Working with industry documents can have a double motivation:

1) to form practical skills in documenting managerial actions by future employees of enterprises;

2) to promote the assimilation of industry terms (their spelling, logical-conceptual connections between them in the context, the composition and structure of terms in a document), which will help students in conditions of overload of educational programs to use one of the most effective means of mastering lexical material in the chosen specialty [9].

Second thesis. The goal of teaching the discipline should be to form in students a holistic system of language and professional knowledge, which includes:

— development of skills of communicative professional speech;

— mastery of language tools of different levels (with an emphasis on scientific) to ensure professional perfection of speech, accuracy and clarity of presentation and their necessary component — language normalization;

— verbal behavior in various communicative spheres in the workplace, taking into account the communicative features of the colleague-interlocutor;

— variation of language behavior in accordance with the type of life situation that has developed in the team.

Therefore, it is necessary to diversify the main tasks in educational classes, focusing on two main language problems of students: spelling norms and oral professional speech.

Spelling problems can be partially solved if, at the end of each lesson, a short (3—5 minutes) professional vocabulary dictation on a specific spelling rule is given, which helps develop stable spelling skills and enriches students' active vocabulary, and subsequently contributes to faster mastery of professional training disciplines.

Third thesis. Reforming the process of teaching the Ukrainian language in higher technical educational institutions of Ukraine should be based on changing the student's position towards acquiring language knowledge, transforming him/her from a passive observer of the teacher's activities and efforts to present educational material in an accessible form, into an active participant in educational work. Therefore, the primary importance in the classes of the updated discipline should be given to the theoretical and research activities of students, in particular, using general theoretical and practical tasks on industry terminology in classes. For example, having independently studied the literature, recommended by the teacher, students construct a message on the topic "Formation of the terminology system in the Ukrainian language", while focusing on the following positions:

— isolation and assimilation of industry terms for the purpose of their use during the study of professional disciplines;

— study of the structural features of industry terminology in Ukrainian and English, skills of scientific and technical translation;

— definition of the main models of term formation, their productivity within the framework of the industry terminological system;

— diachrony of the development of nominations on a national basis, research of folk terminology;

— research of the phenomena of terminologization, determinologization and reterminologization on the example of industry terminology.

In modern linguistic didactics, the presence of dictionaries as a certain result of terminological activity and textbooks as a practical embodiment of a holistic system of knowledge about terminology is a necessary condition for the development of national education, the development of Ukrainian terminology studies and terminography, their use in the educational process is an urgent necessity. Scientists of the late 19th and early 20th centuries (A. Vovk, V. Dubrovskyi, V. Zhukovskyi, T. Sekunda, K. Turkalo, V. Favorskyi, I. Sheludko), who stood at the origins of the functional development of scientific language, understood the creation of national terminological systems not as an artificial acquisition of separate individuals, but as a continuation of the linguistic process. Modern terminologists (O. Voinalovych, V. Karachun, I. Kochan, L. Matsko, V. Morhuniuk, V. Pidlypenskyi, L. Symonenko, I. Fetsovych, and others) strive to bring Ukrainian terminological science to the world level of development. Therefore, in their scientific research, they synthesized terminology creation taking into account both national sources and the international level of scientific and technological progress. The above-mentioned processes contributed to the emergence or restoration of specific terms, the normalization of borrowed terms, reflected in a significant number of dictionaries, in particular technical ones. In the process of acquiring terminological competence, students should be involved in the processing of dictionary articles in their field of knowledge, and the educational process should be formed taking into account the active use of terminographic publications, so that students consciously and purposefully, taking into account the existing scientific principles of terminology, create their own terminological fund of professional speech. Therefore, each teacher of the Ukrainian language at a higher technical educational institution should take care of the educational and methodological support of the course "Ukrainian Language (for professional purposes)", personally participate in research in the field of terminology of the leading specialization for the educational institution, or select publications that highlight linguistic description and the main aspects of terminology creation for the production of industry language.

Fourth thesis. When discussing scientific and industrial issues, the problem of mastering oral communication skills arises acutely. The problem of professional communication is timely, since young people do not know how to conduct a scientific discussion (and this is an indicator of the formation of communicative skills of a future specialist), and it is becoming more and more difficult to cooperate in a team every year. To develop the qualities necessary for working in a team, students should be taught the following skills:

— communicate, taking into account the social status of the interlocutor, his/her personal merits, age, gender, degree of acquaintance with him/her;

— appropriately select etiquette formulas;

— correctly join in the discussion of problems;

— establish contact with the interlocutor, maintain his/her attention;

— quickly respond to remarks, show initiative during communication;

— recognize obstacles that arise at the level of personal relationships at the moment of their emergence, intercept and neutralize the corresponding signals, rebuild the conversation taking into account these signals;

— express a request, agreement, disagreement;

— refuse to talk, using polite language formulas;

— express dissatisfaction, prohibition without offending the interlocutor;

— change the course of the conversation taking into account the circumstances of communication.

An important component of the professional realization of a future specialist is the ability to persuade and manage. Preparing a presentation in this context plays a significant role, therefore, in classes, applicants should be taught to prepare for a public speech and correctly create its script.

Three types of presentations are distinguished by their focus:

— business presentations — speeches to subordinates, management or investors, the content of which is plans, projects, reports;

— commercial presentations — speeches to clients in order to promote a product, service, brand;

— social presentations — a speech with a pre-election program, at a rally in support of or against something, with the promotion of values, ways to solve certain problems, etc.

For all three types of presentations, the principles of preparation consist of the following main and important stages:

— formulation of the maximum and minimum goals, specification and hierarchy of the tasks of the speech;

— listing the parts of the speech, determining their duration and sequence, possible permutations;

— preparation of a speech outline, describing problems, tasks and ways to solve them;

— preparation of a speech framework, which consists of key words and expressions, slogans, highlighting speech modules;

— selection of the form and style of the speech, methods of maintaining the attention and interest of the audience in each part, the text of the introduction and conclusions;

— determination of forms of visualization of the content with the main arguments and theses;

— preparation of answers to frequently asked questions, and especially preparation for possible aggressive questions;

— preparing cards that help you stick to your plan.

On the day of the speech, all the preparatory work in the audience (checking the equipment, the availability of electricity, communication, presentation visuals, checking your own appearance) should be carried out before meeting the audience.

A compositionally successful presentation consists of three parts: an introduction, the main part (with separate modules) and conclusions. The duration of the main part is 2/3 of the speech time. The rest 30 % is divided between the introduction and conclusions, which, however, have 80 % of the impact on the audience. It should be taken into account that the introductory and concluding phrases are remembered the most. In the introductory part, it is important to greet, introduce yourself, determine the topic of the speech, inform the rules, establish contact with the audience, and create a zone of heightened interest around yourself.

To do this, you can tell an interesting story related to the topic of the presentation, make a compliment to the audience, thus "including" yourself and the audience in one group. The content of the first phrases should cause a "flash" of interest and trust, the last ones should call for specific actions.

The main part of the speech should have a modular organization. To effectively hold attention, the number of modules should not exceed five. The content of each of them has the same structure as the presentation itself: the beginning, the main thesis, key phrases and a speech link to move to the next module. The argumentation technique determines the location of the weakest argument inside the speech, and the strongest ones at the beginning and end of the main part. The evidence base should contain graphs, diagrams, expert quotes and other specifics. If the presentation script provides for a slide show, the following guidelines should be followed:

— you should not read the text from the slide, as this entails a loss of visual or emotional contact with the audience;

— when commenting on the slide, you should look at the audience;

— to focus attention, you should use phrases: "*Let's see...*", "*Pay attention...*", etc.;

— important points should be highlighted with expressions: "*As you see...*", "*It is interesting that...*", "*It is important that...*";

— when ending the slide show, you should summarize its idea and lay a "bridge" to the next image;

— remember that even the brightest slide show should not replace live communication with the audience.

At the end of the speech, the main thesis and the answer to the question of what, when and how to do, should be repeated. The longer the speech, the clearer and more specific its final part should be, consisting of a summary, a call to action and thanks to the audience. An important point of the presentation is its timely end. According to U. Churchill, the speaker should exhaust the topic, not the patience of the listeners.

Having considered the components of independent work on preparing a presentation script, it can be noted that knowledge of the paradigm of theoretical approaches helps future specialists choose the most effective tools for influencing the audience, taking into account its composition, type of message and purpose of the speech; therefore, the technique and art of oral communication should be a component of the training course, and the above system of tasks is intended to help students overcome the difficulties of professional communication.

Fifth thesis. We clearly define the expected learning outcomes in the discipline, which include the development of the following competences:

— linguistic level: linguistic — mastery of language tools, i.e. units and categories of all its levels, laws of their use, etc.; terminological — mastery of terms according to the topic of the statement, use of terms according to their definitions, distinction between terms and professionalisms; speech — mastery of the conceptual and operational basis of speech activity, and therefore, the set of actions that constitute a system of speech skills to perceive, create oral and written monological and dialogical statements of various styles, types and genres;

— socio-cultural level: ethno-cultural — mastery of nationally marked language units, Ukrainian speech etiquette; sociolinguistic — mastering the skills to understand and produce speech in a specific sociolinguistic context of communication;

— pragmatic level: research — mastering the skills of independent work with educational and scientific texts, various sources of scientific information, in particular virtual ones; the ability to process texts; self-organization — mastering the skills of independent transformation and supplementation of one's knowledge, analysis of the results of one's own speech and educational activities; interactive — mastering the skills of interaction in joint activities; creative — mastering the skills of creative solution of any educational task; desire and ability to act not according to a model, but originally.

The above theses do not fully exhaust the issues of applying the integration discipline "Ukrainian Language (for professional purposes)" for students of higher education institutions and require further deepening of the technology and content of language education. Given this, the primary task is to create a bank of educational literature for the discipline, which will contribute to the formation of professionally important skills and is a necessary prerequisite for successful educational activities.

It is worth noting that a linguistic training course in postgraduate schools of Ukraine should also be a suitable continuation of the discipline "Ukrainian Language (for professional purposes)", which has not been provided for in the curricula for a long time. We have developed a number of proposals on this issue:

1. It is necessary to distinguish the software of entrance exams for postgraduate studies and the candidate's exam in the Ukrainian language. The entrance exam for postgraduate studies should cover the course of the modern Ukrainian language, its main sections, in particular, applicants for postgraduate studies should already have the skills of literate writing, know the basic norms of the literary language, and this, in our opinion, indicates the inexpediency of the entrance exam for citizens of Ukraine, because it contradicts the educational doctrine, but does not eliminate the introduction of the candidate's exam. During the candidate exam in the Ukrainian language of scientific activity, the knowledge of postgraduate students of the history of terminological activity in Ukraine, the principles of term formation, the current state and problems of Ukrainian scientific terminology of a specific field of knowledge, and the prospects for its further development should be tested. Special attention should be paid to the issues of synonymy of terms, interlingual and interbranch homonyms, as well as borrowing and adaptation of foreign vocabulary on the national linguistic basis. Postgraduate students will be taught to compose and deliver scientific reports, and to master the culture of speech during the public defense of a dissertation.

2. Admission to the candidate's exam in the Ukrainian language of scientific activity shall be considered the compilation by the postgraduate student of a short explanatory Ukrainian (you can add to the register the foreign language, studied by the postgraduate student) terminological dictionary on the topic of his/her scientific research.

3. For greater efficiency, determine the chronological sequence of passing the candidate's exam in the Ukrainian language of scientific activity before the exam in the specialty of the candidate, since in classes with postgraduate students it is possible to work out the Ukrainian-language version of the professional terminology on the topic of the dissertation research, develop the skills of scientific public speaking and design a list of literature in accordance with current requirements.

4. In order to reduce discrepancies in software, coordinate a set of regulatory documents, in particular, educational work plans, ticket programs, abstract base for conducting exams at the level of the Ministry of Education and Science of Ukraine.

5. To initiate joint work of philologists of the department where the discipline is taught with teachers of special technical departments for compiling educational and methodological literature, in particular short spelling dictionaries in accordance with the scientific specialty, chosen by postgraduate students.

Thus, the modern period of development of society in our country opens up wide opportunities for updating the content of education, which makes it possible to form a spiritually rich and professionally trained generation of specialists.

The reform of higher education, its focus on humanization and humanitarianization of education makes it possible to implement the social order of society regarding the formation of language competence of students — future specialists in various branches of the national economy, since the ability to communicate in the language of the profession increases labor efficiency, helps to better navigate not only in production processes, but also in direct business contacts with colleagues. It is the language-professional, terminological orientation in the courses "Ukrainian language (for professional purposes)" (first (bachelor's) level) and "Ukrainian language of scientific activity" (third (educational-scientific/educational-creative) level) that will bring the training of industry specialists to a qualitatively new level and change the opinions of many scientists-"techies" regarding the undeniable necessity and expediency of language training in a higher educational technical institution.

1.4 APPLICATION OF ARTIFICIAL INTELLIGENCE IN THE EDUCATIONAL PROCESS OF TECHNICAL INSTITUTIONS OF HIGHER EDUCATION: ADVANTAGES, RISKS AND TOOLS

Despite the hostilities and insufficient funding in Ukraine, the teaching staff of higher education institutions does not stop in its professional development, striving to ensure European standards of quality of the educational process, educational space, and the specifics of scientific research.

Of course, in the modern educational space, the use of artificial intelligence (hereinafter referred to as AI) by students is no longer something extraordinary, because it is a quick and affordable aid in learning (preparation for exams, explanation of complex theoretical topics), automation of task performance (analysis of professional materials, generation of creative ideas for their further implementation, preparation of scientific and research projects, etc.).

According to O. Shpatakova, currently, not higher education students, but rather teachers of higher education institutions face many challenges, one of which is the issue of finding appropriate AI tools for certain academic disciplines. Despite the fact that there are a number of free or inexpensive certificates and tutorials on various platforms, such as LinkedIn Learning, Coursera, Udemy, edX, Sololearn, etc., which provide easy access to initial and advanced AI training, they, unfortunately, do not provide for the acquisition of the necessary skills, used for imprecise disciplines, therefore, the integration of AI into all areas of education remains extremely relevant [10].

In our scientific research, we would like to separately highlight the educational possibilities of AI for studying the academic discipline "Ukrainian Language (for professional purposes)". In this academic discipline, the use of AI is especially popular among students due to the presence of automated translators,

a number of platforms for writing texts of various content: from fiction to scientific. Students use automatic checking of grammar, spelling, and style of texts. Students and teachers are helped to complete practical tasks by a platform for professional texts (letters, reports, resumes), chatbots for modeling professionally oriented official business dialogues, and other, quite easy-to-use tools.

The course of the academic discipline includes a block on professional terminology studies. The specifics of the lessons of the discipline "Ukrainian language (for professional purposes)" are the use of industry terminological units and nomenclature names, spelling and accentuation comments on their use, skills in conducting scientific discussions, and the features of conducting scientific and industry press conferences. In practical classes, we usually use multimedia technologies that help to include interactive and search elements in the educational process. The software of the language course, taught at a higher technical school, is built in such a way that, if the basic rules of spelling or punctuation are considered, then only in a technical context or through official business communication. Students must learn to identify and analyze linguistic phenomena in scientific texts, have adequate translation skills, communicate in Ukrainian on the general issues of the chosen specialty, and compile mini-dictionaries of professional speech. Learning professional terminology using AI helps in creating dictionaries by specialty, and is used to analyze texts to find key terms.

Advantages of incorporating AI into the educational process:

— efficiency: speeding up task completion, reducing tedious search work;

— quality: improving style, grammar, and text structure;

— interactivity: using AI to simulate real communication situations.

AI helps adapt Ukrainian language teaching to professional needs, contributing to students' practical training.

Risks of using AI in the educational process:

— high dependence of higher education students on technology, which leads to a decrease in student independence in their work and a halt in the development of their own language skills;

— non-objectivity: due to the irresponsible attitude of students who completely trust AI, despite the fact that errors are possible in the analysis of texts of various formats or in translation. Therefore, such works require additional proofreading and analysis of the content of what is written. It is always necessary to check the factuality of the work, because quite often AI generates fictitious sources or data.

Unfortunately, ethical issues cannot be ignored: plagiarism, unfair use of authorship and other people's materials. Students should know that there are tools for detecting texts, created by AI, such as GPTZero, AI Content Detector, which reveal the likelihood that the text was generated by AI. And an experienced teacher can compare the text, received for assessment, with the student's previously checked works. If the level of literacy or stylistics differs significantly, this may be a signal that the text is not an independent work and was done by AI. When working with students, the teacher should make it a rule to explain the policy of openness in the first lesson, that is, to encourage students to honestly report on the use of AI, this will teach them to use AI responsibly as a tool for improvement, and not a quick substitute for their own educational or research work.

Therefore, AI can significantly improve the quality of education and expand the possibilities of the educational process, if used responsibly and primarily as an auxiliary factor, and not an absolute substitute for

one's own educational activities. The thesis about the need to verify the reliability of information, received from AI, deserves special attention, because errors or bias of erroneously generated data can lead to false or incorrect conclusions, create the illusion of competence without real depth of study of educational or scientific research issues. To minimize risks, it is important to ensure responsible and balanced use of artificial intelligence in education, combining its technologies with traditional teaching methods for the comprehensive development of skills and abilities of higher education students.

1.5 DISCUSSION OF THE RESULTS OF SECTION 1

The analysis of the methodology, specifics and tools of teaching the discipline "Ukrainian language (for professional purposes)" in technical higher education institutions made it possible to outline the most important factors of the high-quality implementation of linguistic and pedagogical technologies. First of all, this is taking into account the potential of information technologies and the virtual environment for active self-organization of the student's cognitive activity, which determines the use of the entire arsenal of acquired competences: intellectual, emotional, value-oriented, behavioral, etc., as well as effective methodological efforts of the teacher and the creation of appropriate conditions for virtual communication as an important factor in the development of the student's personality. Interactive learning occurs under the condition of constant, active interaction of all participants in the educational process, and a complex of hardware and software tools allows the user to work interactively with various types of data (text, sound, video, graphic images and animation), organized in the form of a single information environment.

Among the methodological technologies that contribute to the formation of a competitive specialist, it is worth noting the features of teaching students the basics of industry terminology, the use of binary forms of classes by teachers as an effective educational technology, the use of artificial intelligence by students and teachers, taking into account its advantages and risks, the creation of a public speech presentation as a mechanism for disseminating acquired knowledge, pragmatic selection of theoretical principles and practical elements of clerical work, terminology studies, relevant to future professional activity, for study in the structure of the discipline.

The expected results of mastering the discipline in terms of distance learning are the development of competences of the linguistic level (linguistic, terminological, speech), socio-cultural level (ethno-cultural and socio-linguistic), pragmatic level (research, self-organization, interactive, creative), etc.

A suitable continuation of the discipline "Ukrainian language (for professional purposes)" should be a linguistic training course in postgraduate schools of Ukraine, which is also included in the curricula.

The reform of higher education, its focus on humanization and humanitarianization of education, makes it possible to implement the social order of society regarding the formation of language competence of students — future specialists in various branches of the national economy, since the ability to communicate in the language of the profession increases the efficiency of work, helps to better navigate not only in production processes, but also in direct business contacts with colleagues and the work team.

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