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PSYCHOLOGICAL-PEDAGOGICAL AND LINGUODIDACTIC PROBLEMS OF LANGUAGE EDUCATION UNDER CONDITIONS OF SOCIETY DIGITAL TRANSFORMATION

Monograph

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The monograph examines the psychological-pedagogical factors of achieving effective communication between a teacher and a student in the digital space of distance education. The development of cultural intelligence of future technical specialists in the process of learning a foreign language is considered. The formation of professional terminological competence of students of Ukrainian higher education institutions in the conditions of digital transformation of higher education is substantiated. The development of communicative soft skills in the digital educational environment is analyzed. A model of the relationship between social intelligence, perception and self-presentation of the individual in digital communication is presented. The process of forming research competence of students in the innovative educational environment of higher education institutions is studied. The integration of AI technologies into the process of teaching a foreign language as a way to form the intercultural competence of higher education applicants is considered. Methodological developments for the implementation of generative AI into the process of teaching a second language in the higher education system are proposed.

The proposed theoretical, methodological and applied issues of psychological, pedagogical and linguodidactic issues of language education in the context of society digital transformation are of theoretical and practical interest for scientists, practicing teachers, postgraduates and students.
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ABSTRACT

The current stage of development of the educational industry in the world is marked by the intensive introduction of digital technologies, which significantly transforms approaches to the organization of the educational process. With the rapid digitalization of society, the development of technologies, especially in the field of information and communication activities, the active formation of the information space and the growing importance of specialized knowledge, there is a need to revise the content and methodological principles of professional and language training of students. The collective monograph is devoted to solving the psychological, pedagogical and linguodidactic problems of language education under conditions of society digital transformation. These issues are relevant in connection with the spread of requirements for the professional competence of modern specialists, the need to improve the quality and efficiency of their training in higher education institutions.

The monograph examines the psychological-pedagogical factors of achieving effective communication between a teacher and a student in the digital space of distance education. The development of cultural intelligence of future technical specialists in the process of learning a foreign language is considered. The formation of professional terminological competence of students of Ukrainian higher education institutions in the conditions of digital transformation of higher education is substantiated. The development of communicative soft skills in the digital educational environment is analyzed. A model of the relationship between social intelligence, perception and self-presentation of the individual in digital communication is presented. The process of forming research competence of students in the innovative educational environment of higher education institutions is studied. The integration of AI technologies into the process of teaching a foreign language as a way to form the intercultural competence of higher education applicants is considered. Methodological developments for the implementation of generative AI into the process of teaching a second language in the higher education system are proposed. The essence, role and features of the use of AI in teaching the Ukrainian language are studied from the point of view of modeling and applying the evaluative potential of adjectives. The author's methodology for forming a culture of business communication of future bachelors of banking using training technologies in a digital educational environment is presented. The architectonics of metacognitive modeling of text messages in a foreign language by students is considered.

The proposed theoretical, methodological and applied issues of psychological, pedagogical and linguodidactic issues of language education in the context of society digital transformation are of theoretical and practical interest for scientists, practicing teachers, postgraduates and students.

KEYWORDS

Digital educational environment, AI technologies, foreign language, educational communication, digital communication, foreign language communicative competence, professional terminological competence, research competence, intercultural competence, cultural intelligence, social intelligence, social perception, self-presentation, culture of business communication, communicative discourse.

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CIRCLE OF READERS AND SCOPE OF APPLICATION

The monograph is of practical interest to specialists in the field of psychology, pedagogy, philology, teachers of higher education institutions, doctoral students, postgraduate students, students of psychological, pedagogical and philological specialties from the perspective of introducing innovative methods into the process of professional and language education of domestic and foreign students in the context of society digital transformation, and testing scientific research methods.

The scientific value of the materials presented in the monograph is the justification of the system for developing the cultural intelligence of future technical specialists in the process of learning a foreign language, the analysis of the process of forming the professional terminological competence of students of Ukrainian higher education institutions in the conditions of digital transformation of the education and intercultural competence of higher education applicants by integrating AI technologies into the process of teaching a foreign language, the study of the dual impact of generative AI on learning a second language in the higher education system and the architectonics of metacognitive modeling by students of text messages in a foreign language, the presentation of the author's professionally oriented training "Professional Culture of a Banking Specialist", the consideration of ways to develop communicative soft skills in the conditions of education digital transformation. Also relevant are scientific developments in the field of philology, such as research on AI in teaching the Ukrainian language: modeling and application of the evaluative potential of adjectives, psychology, for example, research on the relationship between social intelligence, perception and self-presentation of the individual in digital communication, psychological-pedagogical explorations, in particular, consideration of the formation of the scientific and research competence of students in the innovative educational environment of higher education and the development of psychological-pedagogical factors for achieving effective communication between a teacher and a student in the digital space of distance education.

Due to the universal approach to scientific research on problematic issues of higher education and the relevance of the issues considered for many countries of the world, the results obtained can be methodologically useful and practically applied both in Ukraine and in other countries of the world.

INTRODUCTION

Nowadays, higher professional education feels the need to transition to a more flexible system of student training, to update the ways of organizing the educational process, which would take into account the needs of the individual in the development of creativity, creative potential, which will allow forming a specialist who will be more susceptible to changes in the field of work, able to quickly find solutions and act in situations of uncertainty and contradiction, etc.

The digital transformation of society has reformatted the way of organizing the educational environment much more deeply than the previous stages of modernization. If earlier innovations concerned mainly the content of education, today the very logic of interaction between participants in the educational process is changing. Higher education institutions are increasingly working in the format of distance or blended learning, using multimedia resources, interactive platforms and mobile services. As a result, students find themselves in an environment where communication becomes more fragmented, flexible, and its speed and tools determine the quality of educational activities.

The rapid introduction of artificial intelligence (AI) into the field of higher education has marked a new era in methodology. Methodological approaches to the formation of professional competence in a digital educational environment prove the need to use AI tools, such as interactive platforms, multimedia resources and adaptive distance learning systems, which allows taking into account the individual characteristics of students and ensures a high level of assimilation of educational material. This is especially important in the field of teaching language disciplines, since the competence of the applicant depends on the availability of access to authentic materials, the professional resource of the teacher and the ability to receive adequate feedback. This range of requirements can be implemented under the conditions of the transformation of education at the level of digitalization, when distance and blended learning takes place in a single digital environment.

The creation of a digital educational environment in higher education institutions is becoming relevant today, under the influence of which the process of socialization, general cultural and professional development of students, the development of the professional culture of the future specialist will take place.

The need to achieve positive results in these areas requires constant research, scientific discussions, and the development of scientifically sound strategies in the study of psychological, pedagogical and linguodidactic problems of language education in the context of society digital transformation.

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. Krasytyska [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. Dubrovskiy, V. Zhukovskiy, T. Sekunda, K. Turkalo, V. Favorskiy, 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. Pidypenskiy, 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;
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- 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, high-lighting 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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ORGANIZATION OF SOCIAL-PEDAGOGICAL INTERACTION BETWEEN THE TEACHER AND STUDENTS OF THE SPECIALTY "MANAGEMENT" IN THE PROCESS OF FORMING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

Nataliia Saienko, Anastasiia Ptushka, Svitlana Vorobyova, Svitlana Melnyk, Olena Nasyryeva

ABSTRACT

Research into the scientific problem of socio-pedagogical interaction between teachers and students in the educational process is today an important factor for increasing the effectiveness of learning. The content of such interaction between teachers and students is not only the exchange of information, but also educational and upbringing influence, the organization of relationships and the transmission of the teacher's personality to students. Subject-subject relationships between teachers and students in the educational process, their interpersonal interaction on the basis of dialogue, cooperation, partnership are especially relevant in the process of studying a foreign language by students. The authors present their own methodological developments in the organization of teaching students a foreign language, examples of the implementation of interactive work technologies based on socio-pedagogical interaction, and give the results of comparative studies of their use in the process of studying a foreign language by students-future managers.

KEYWORDS

Socio-pedagogical interaction, teacher-student system, relationships between subjects of educational activity, formation of foreign language communicative competence, interactive learning technologies.

2.1 SOCIO-PEDAGOGICAL INTERACTION IN THE CONTEXT OF THE "TEACHER" – "STUDENT" RELATIONSHIP

The modern process of professional training of students in higher education institutions is a holistic and complex pedagogical process of relationships in the "teacher – student" system, in which not only the professional abilities, knowledge, skills and competences of future specialists are laid and developed, but also their basic social, personal, creative qualities are formed. A distinctive feature of higher education today is the establishment of a priority for the development of the student's personality. It is the student who becomes the creator of his/her future, and the teacher has the honor of helping him/her. Both business and interpersonal relationships are established between the main subjects of the educational process. Their cooperation in real conditions of professional interaction is the social environment, in which both the formation of the future specialist and the further pedagogical improvement of the teacher take place, because each of them finds conditions for their own personal growth.

In direct communication in the system of relations "teacher – student" the most important thing in pedagogical activity is carried out – the influence of the individual on the individual. The nature of

the socio-pedagogical interaction between the teacher and the student largely determines the success and quality of education in higher education institutions. The effectiveness of education directly depends on how friendly, mutually involved this system of interpersonal interactions between the subjects of the educational environment is.

The socio-pedagogical interaction of subjects of the educational process, the psychological and pedagogical foundations of cooperation between the teacher and students, the need and ways to provide pedagogical support to a student in the process of his/her professional development were considered in the works of domestic and foreign scientists at the level of theoretical generalizations or were the subject of specific experimental studies by such teachers and psychologists as I. Bekh, B. Bratus, I. Bulakh, O. Volkova, L. Dolynska, I. Ziaziun, O. Kasianova, V. Kessel, G. Kostyuk, H. Liimets, S. Maksymenko, G. Khibsh, M. Shymyn, V. Yurchenko, and others. The focus of our study is the process of foreign language training of a future specialist-manager in higher education institutions by ensuring socio-pedagogical interaction between the teacher and students.

The term "socio-pedagogical interaction", "pedagogical interaction" in the scientific literature is interpreted ambiguously. In philosophy, interaction is considered as a category that reflects the processes of influence of different objects on each other, their interdependence, mutual transition, changes in state. As a psychological category, interaction is a set of active actions of subjects, united by a common goal of activity, the nature of which affects the mental processes and qualities of its participants. The content of interaction is associated by modern teachers with communication in different spheres of life, the result of joint activity, the development of dialogue between the parties to the interaction, cooperation with other people taking into account their mental and cultural characteristics, the ability to evaluate actions and deeds of other people, reflection and self-criticism of activity in the professional sphere. The part "social-" emphasizes that the process of interaction takes place in a certain social space, the main function of which is the inclusion of subjects in the system of social relations and the expansion of the sphere of social ties. Its main features are the presence of a common social interest, the emergence of a motivational field, the implementation of the goal of joint activity.

Psychological and pedagogical research has noted the influence of various factors on the interaction process: objective (macroenvironment and mesoenvironment, their sociocultural characteristics, age and physiological characteristics of interaction participants, etc.) and subjective (mental characteristics and accumulated experience of interaction participants, their relationships, socio-psychological climate of the group, etc.) [1–3]. For socio-pedagogical interaction, not only the result of people's influence on each other is important, but also the process of interaction itself, which should be considered as a dialogue that requires tolerance for ideas, for the partner's shortcomings, the ability to listen and restrain the unbearable desire to speak out, to interrupt the interlocutor.

Socio-pedagogical interaction in the "teacher – student" system can be defined as a mechanism of mutual influence of subjects, involved in joint activities based on common goals in the process of professional education, which is characterized by mutual knowledge, mutual understanding, relationships, mutual actions and mutual influence. Such interaction combines both pedagogical influence and the student's own activity, therefore it is a necessary condition for the effectiveness of the pedagogical process. Interaction in

the educational process is manifested "in cooperation as a form of joint activity and communication, aimed at achieving a common result" [1]. Interaction between the teacher and the student, occurs not only at the level of "said – heard", "heard – perceived", but also at many other levels, in particular at the non-verbal, emotional levels of understanding. Mutual interest activates the self-knowledge of participants, stimulates the processes of self-expression, enriches with new ways of self-development [4].

We consider the main principles of socio-pedagogical interaction to be the principles of systematicity, partnership, coordination of efforts, predictability, and the principle of an individual approach to each participant in this process.

For socio-pedagogical interaction, the most important thing is the unity of the process of managing educational and cognitive activities on the part of the teacher and independence in activity on the part of students. Positive interaction, based on the emotional potential of the subjects of the learning process, should increase the level of motivation and effectiveness of the learning process in general [5]. Effective pedagogical communication in the educational process should combine openness, adherence to pedagogical tact, establishing personal contact, so that each student feels addressed to him/her; creating situations of success through the approval of the potential capabilities of students.

Socio-pedagogical interaction can be effective only under the conditions of the readiness of the teacher and the student to communicate and the communicative guidelines of the individual, which are a reflection of his/her communicative qualities, ensuring the readiness to build relationships in a certain style. If the guidelines are positive, humanistic, then the process of social perception of another person is successful. Otherwise, barriers arise that can only be overcome by gradually changing one's communicative attitudes [6].

The relationship between teachers and students is characterized by a complex internal structure, which is determined by four components [7]. Cognitive component – perception and assessment of the other, reflection on relationships, ideas about optimal relationships; motivational component – interest in the partner and the need for relationships with him/her; emotional component – satisfaction with the relationship, mutual attitudes of partners, feelings of security, comfort or tension; behavioral component – type of relationship and style of pedagogical communication, manner of behavior in conflict situations, means of mutual influence.

The goals of pedagogical interaction between the teacher and students are informational (mutual exchange of scientific and educational information), value-orientation (transmission of socially significant and professionally important norms and values), regulatory (persuasion, suggestion and other means of influence for the regulation of joint activities), social (coordination of joint actions, obtaining feedback on the nature of relations between the subjects of pedagogical interaction), motivational (motivation of student activity, his/her psychological support) [8].

The common goal of socio-pedagogical interaction for a teacher and a student is the mastery of knowledge, acquisition of practical skills and abilities, successful development, formation of personal qualities. An important moment of such interaction is the implementation and self-realization of both subjects of the educational process. Given the complexity of the implementation process, it is necessary to take into account their specific properties, in particular, temperament, abilities, interests, etc.

In the process of socio-pedagogical interaction between teachers and students, conflict situations may arise, which can be explained by various reasons. This may include an inadequate assessment of students' knowledge by the teacher, the teacher's inability to establish contact with the audience during classes, misunderstanding of the internal psychological characteristics of students, etc. The necessary pedagogical techniques that can prevent conflicts are the ability to predict potential conflict situations, the ability to treat the student as a person with developed self-awareness, adequately respond to emerging problem situations, have a sense of humor, possess non-verbal communication methods, be able to listen and heed the opinions of students, and readiness for interpersonal feedback.

The process of socio-pedagogical interaction requires activity from both subjects. The teacher needs to understand the psychology of students, taking into account their needs, motivation, levels of development and personal characteristics; create a favorable atmosphere, in which they will have the opportunity to develop their skills; provide support to students in personal and educational development; encourage students to creative projects that will develop their abilities. In turn, students should strive to express their opinion, provide suggestions for creating conditions for the educational process; cooperate with the teacher, communicate more in order to obtain additional knowledge; develop motivation to achieve success; respect the teacher and support ideas for creating and adjusting the educational process.

2.2 THE ROLE AND PLACE OF SOCIO-PEDAGOGICAL INTERACTION IN THE PROCESS OF STUDYING THE DISCIPLINE "FOREIGN LANGUAGE"

The most important feature of professional socio-pedagogical communication is the recognition and acceptance of the student as an individual by the teacher and the construction of interaction on this basis in the conditions of the educational process of higher education. The teacher's readiness for such interaction in the process of studying a foreign language implies the unity of information exchange skills, the establishment of dialogical and partner relationships, objective perception and understanding of modern students. When studying a language, the need for interlocutors means that learning has a deeply social nature, to a much greater extent than when studying other academic subjects.

The learning process at any stage involves direct interaction between the teacher and the student. Stable psychological and emotional contact of the teacher with the student audience is a determining condition for the success of a classroom lesson. Each student should feel that he/she is not left "overboard" in the discussion of the educational issue, is not disconnected from what is happening in the lesson, but has the opportunity to express his/her opinion on an equal footing with others, to be heard and objectively evaluated. Effective socio-pedagogical interaction between the teacher and students in the process of learning a foreign language guarantees successful mastery of the educational material, the formation of foreign language communicative competence.

The basis of socio-pedagogical interaction between the teacher and students in the process of learning a foreign language is built on the teacher's desire and ability to teach, and the student's ability to perceive knowledge. The teacher's role is not reduced to forcibly "cramming" this knowledge into a careless student.

The teacher is socially in such conditions that he/she has something to say, something to inform the student, and it is good when the young person perceives this. On the other hand, students sometimes ask difficult questions, which force the teachers themselves to constantly be in a state of continuous learning [2]. When planning socio-pedagogical interaction with students in classes, the teacher must analyze and take into account the strengths and weaknesses of general forms of educational work, select their optimal combination, which will ensure higher efficiency of the results of learning a foreign language.

Research by scientists [9] allows us to assert that a significant part of the difficulties in the process of teaching a foreign language is due not so much to the shortcomings of the scientific and methodological training of teachers as to the deformation of the sphere of professional and pedagogical communication and the choice of a particular leadership style by the teacher. The main styles of teacher leadership are:

- autocratic (absolute leadership style), when the teacher exercises sole control over the student body, not allowing them to express their views and critical remarks; the teacher consistently makes demands on students and exercises strict control over their implementation;
- authoritarian (power) leadership style allows students to participate in the discussion of educational issues, but the final decision is made by the teacher him/herself;
- democratic style involves the teacher's attention and consideration of the opinions of students, he/she seeks to understand them, convince them, and not order, conducts a dialogue;
- ignoring style is characterized by the fact that the teacher practically removes him/herself from leading students, limiting him/herself to the formal fulfillment of the duties of transmitting educational and administrative information;
- conforming style manifests itself in the case when the teacher removes him/herself from leading the group of students or follows their wishes;
- inconsistent style – the teacher, depending on external circumstances and his/her own emotional state, implements any of the above leadership styles, which leads to disorganization and situationalism of the system of relations between the teacher and students, to the emergence of conflict situations [9].

Taking into account the strengths and weaknesses of the main styles of interaction between the teacher and students helps to build constructive communication, avoiding those teaching styles that do not contribute to establishing a dialogue.

In the pedagogical practice of teaching a foreign language, one or another combination of the above styles is usually found in one or another proportion, with the dominance of one of them. The most effective way to solve pedagogical tasks is a democratic style, in which the teacher takes into account the individual characteristics of students, their personal experience, the specifics of their needs and capabilities. A teacher who has such a style consciously sets tasks for students, does not show negative attitudes, is objective in assessments, versatile and proactive in contacts. In essence, this style of communication can be characterized as personally-oriented. Only a person who has a high level of professional self-awareness, is capable of constant introspection of his/her behavior and adequate self-esteem can develop it.

Socio-pedagogical interaction can be considered optimal and constructive under conditions when communication between interacting subjects occurs on equal terms, which involves the exchange of information, and not only its transmission, joint activity is carried out taking into account the individual abilities

of the subjects, and mutual understanding is achieved with mutual emotional perception [10]. If students are not involved in the educational process and are simply formal objects of the transfer of educational material, then even the presentation of emotionally and logically structured material will not bring the desired effect. When students actively search for information to complete the task and are involved in independent work with the material, they better assimilate and process the studied topic.

The most common reason for the lack of interaction, misunderstandings or even conflicts between students and teachers in classes on the subject of "Foreign language" is the inadequacy of assessing students' knowledge. In such situations, the subjective side may be the student's biased claims for a higher assessment or the subjectivity of the teacher, who underestimates the students' grades. There are teachers who almost never give an "excellent" grade; they are convinced that only they themselves have a perfect command of a foreign language. The assessment may be influenced by the student's personal qualities and his/her behavior in class (replies and disputes). If conflict situations in "student – student" interaction are resolved by the students themselves, then interpersonal conflict at the "teacher – student" level takes on more complex forms. The main role in their prevention and resolution is played by the teacher, who can use certain techniques for this. For example, during an educational dialogue with a student, it is necessary to psychologically tune him/her to the most fruitful possible response, to exclude the occurrence of a stressful situation, and in the event of an unsatisfactory response from the student, to make him/her understand, without allowing him/her to be offended, that this response does not dissatisfy the teacher, but does not meet the requirements.

There are two theories that help teachers better understand what students need from their relationships with teachers: self-determination theory and attachment theory. The concept of self-determination theory, proposed by E. Deci and R. Ryan, assumes the influence on a person's state of whether he/she feels that three basic needs are being satisfied: the need for belonging, competence, and autonomy [11]. According to R. Baumeister and M. Leary, all people need a certain minimum number of regular social interactions that bring satisfaction. Based on the "need to belong" [12], people are forced to seek supportive, strong interpersonal relationships. In higher education, positive group dynamics and peer relationships are important in determining a sense of belonging, but it is important to emphasize that students' relationships with their teachers are a key factor in fostering this sense of belonging. Teachers can foster a sense of belonging by creating a safe and healthy environment, providing academic and social support, treating students fairly, encouraging academic success, providing autonomy during classes, and setting clear expectations for them. It is important for students to feel active control over aspects of their academic lives, when they do not simply acquire knowledge from a teacher, but independently extract it during creative search, evaluate the results of their work, build their own model of cognition, and the teacher's contribution is to organize learning in such a way that he/she acts mainly as an advisor, mentor, and helps students make choices in using effective cognitive strategies.

According to attachment theory, if a teacher responds to a student in a predictable, empathetic, and caring manner, their relationship is characterized by a sense of stability and security. In turn, this allows the student to explore, take risks, be creative, and develop a sense of self-worth. Students need to feel trust in the teacher, to know that they can rely on his or her support when needed; on the other hand, they also need confidence to become independent in their actions [13].

Unlike all other academic disciplines, studied by students in the process of professional training in higher education institutions, the study of the discipline "Foreign language" involves allocating a significant amount of study time for classroom activities, which are organized in an interactive form and have a personality-oriented focus. During such classes, there is an active production of foreign language communication, in which the teacher and the student alternately act as author and interpreter. That is, when studying foreign language educational material, the communicative potential of the academic discipline "Foreign language" is realized, and foreign language communication becomes an effective means of forming the foreign language communicative competence of subjects of the educational process. Therefore, the process of learning a foreign language should be built taking into account the psychological mechanisms that underlie the formation, development and consolidation of complex communicative abilities and skills and the psychological and pedagogical regularities of organizing relations between the teacher and the student.

2.3 THE IMPORTANCE OF FORMING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN THE PROCESS OF PROFESSIONAL TRAINING OF MANAGERS

The professionalism of a specialist in the field of management implies language competence. For managers, the process of working with clients begins with linguistic interaction. Competent and correct speech of a manager guarantees understanding and the expected reaction of the client.

Currently, the professional activity of a manager in the conditions of the integration of our state into a single European educational, economic and socio-cultural space requires him/her to practically master a foreign language to implement such an aspect of professional activity as establishing and maintaining contacts with foreign firms and enterprises. In the field of management, it is impossible to build a business without communicating with people. Therefore, when studying a foreign language, it is necessary for management students to develop stable language skills in various situations, such as communicating with a future client or partner, preparing and conducting a product presentation at the international level, processing orders for foreign clients, telephone conversations and business correspondence with foreigners, working with English-language sources of knowledge that help in promoting business. We should also add that the oversaturation of the labor market with specialists in this specialty increases the requirements for the selection of candidates by employers, who, along with practical training, pay special attention to managers' proficiency in a spoken foreign language.

The specifics of a manager's professional activity make it necessary for him/her to continuously participate actively in concluding contracts, organizing round tables, conducting seminars and meetings, in the implementation of joint investment projects, negotiations, etc. Accordingly, there is an urgent need for future specialists in the field of management to master the competences of foreign language professionally oriented communication in order to implement successful and adequate professional communication in various problem situations without the participation of a third party – a translator (for example, in order to avoid information leakage). A sufficient level of proficiency in a foreign (English) language will be useful not only to those who get a job in a foreign company or a joint venture. A competent manager, wherever

he/she works, must familiarize him/herself with special literature, and it mainly appears in English. And the terminology of economic science itself is largely based on English.

The main role in the formation of foreign language communicative competence as an important part of a specialist's general professional competence is assigned to higher education institutions, which provide professional training for future managers and develop effective methodological approaches, didactic principles, and pedagogical technologies.

Today, foreign language proficiency is an essential component of the professional competence of a future manager, which significantly increases the importance of the discipline "Foreign language" for these specialists. The main tasks of studying the academic discipline "Foreign language" by students of the specialty "Management" are to form of applicants' skills and abilities in foreign language proficiency in the field related to their social, everyday, educational and future professional activities. The educational programs of this specialty indicate as the main goal the formation of program competences: general (the ability to communicate in a foreign language, skills in using information and communication technologies, the ability to learn and master modern knowledge, the ability to adapt and act in a new situation, the ability to generate new ideas (creativity), appreciation and respect for diversity and multiculturalism, the ability to work in an international context, etc.) and special (professional) (the ability to determine the prospects for the development of the organization, the ability to determine the functional areas of the organization and the connections between them, the ability to manage the organization and its divisions through the implementation of management functions, the ability to work in a team and establish interpersonal interaction when solving professional tasks, the ability to evaluate the work performed, ensure its quality and motivate the organization's personnel, the ability to create and organize effective communications in the management process, the ability to analyze and structure the organization's problems, form well-founded solutions, etc.).

To form the readiness of students of the specialty "Management" to communicate on professional topics in a foreign language, it is necessary to take into account the functions that the future manager will have to perform in professional activities. These are primarily managerial, organizational, gnostic, informational, communicative and receptive functions. From the point of view of the formation of foreign language communicative competence, the most relevant are organizational and communicative functions, since they require the specialist to have direct contact with foreign partners and are carried out in the process of interaction and communication.

Based on the structure of communication, adopted in social psychology, which includes perceptual, communicative and interactive aspects, communicative competence can be considered as a component of communication and interaction. Then the communicative process is understood as an information process between people as active subjects, taking into account the relationships between partners.

The effectiveness of foreign language teaching for future managers is achieved through the use of various forms and methods of problem-based learning, the introduction of a systematic organization of individually differentiated learning. It is necessary to develop the skills and abilities of independent work aimed at searching for and processing professionally oriented educational texts, journal articles. The purpose of independent work is to teach students to learn and thus contribute to the development of their creative abilities and to the improvement of the quality of education.

The current tasks of forming foreign language communicative competence in the process of professional training of managers are the development of basic skills and abilities of foreign language communication and the acquisition of knowledge of phonetics (specifics of articulation of sounds, intonation, accentuation and rhythm of neutral speech in English; features of a certain style of speech, characteristic of the sphere of professional communication; reading transcription); lexicology (the concept of differentiation of vocabulary by areas of application (everyday, official, general scientific, terminological, etc.); the concept of syntactic (free) word combinations and stable (phraseological) word combinations, phraseological units, the concept of the main ways of word formation); grammar (grammatical skills that provide communication with clarity, logic, consistency and do not distort meaning during written and oral communication, the main grammatical phenomena characteristic of professional speech); country studies and intercultural communication.

During speaking, the student must demonstrate the skills of dialogical and monological speech using the most common lexical and grammatical means in communicative situations of informal and official communication. Another criterion for mastering a foreign language by future managers is listening, which involves acquiring the skills of understanding a foreign language in various situations of everyday and business communication. In reading authentic texts, future managers master skills of different types of reading (cognitive, familiarization, search) with different goals of country studies and general economic literature; the ability to record information, obtained during reading (drawing up plans, theses, annotations, abstracts). In turn, writing sets students the task of implementing such communicative intentions as requesting necessary data, informing, expressing a request, consent, refusal, apology, gratitude, etc.

Knowledge of a foreign language increases the competitiveness of managers in the labor market, promotes their international mobility. Mastering a foreign language at the proper level will enable the full inclusion of the future manager in constructive intercultural communication, taking into account various socially and professionally determined situations.

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2.4 FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS — FUTURE MANAGERS THROUGH SOCIO-PEDAGOGICAL INTERACTION AND EDUCATIONAL COOPERATION

The main goal of our study is to determine the most effective forms of interaction between the teacher and students for the formation of foreign language communicative competence of students — future managers in the conditions of a collective form of organization of educational activities.

In higher education institutions, the purpose of studying the academic discipline “Foreign language (English) for professional purposes” in the specialty “Management” (field of knowledge “07 — Management and Administration”) is to provide students with practical mastery of the foreign language for professional purposes, to develop professional foreign language communicative competence for using the foreign

language in various areas of professional activity, to develop skills in reading foreign language texts in the specialty and the ability to convey information, obtained from them, in oral and written forms, to develop the ability to perceive foreign language information by ear and to build speech behavior in situations of professional communication.

The main tasks of studying this discipline are to master various types of speech activity: reading (review, informative and in-depth) in working with literature in the specialty, speaking and listening in situations of professional, business and everyday communication, taking into account the socio-cultural and country studies aspects of the foreign language, as well as written speech on professional topics.

As we have already noted, establishing a strong relationship between the teacher and the student consists of four aspects of interaction: social, affective, cognitive and behavioral. The way to achieve this is to adhere to certain principles. Firstly, this is the principle of accessibility, when students feel the openness of the teacher to interaction, constant feedback, which ensures the correction of students' activities by the teacher, which makes it possible to eliminate errors in a timely manner. This is facilitated by creating conditions in educational institutions for students to come and discuss their problems or complex issues with teachers. This can also be done by using social networks and online platforms to communicate with students, which is an important practical step towards accessibility in the age of digital technologies. Although some teachers may not consider this area of communication with students important because it goes beyond the scope of the lesson, ignoring this form of communication can lead students to believe that the teacher is not interested in the effectiveness of learning, the student's success, which will lead to a decrease in their motivation and interest in the subject. There are also other ways, in which teachers can express their accessibility, and a particularly effective tool is self-disclosure. Foreign language teachers constantly ask their students to share many personal details about their likes, dislikes, hopes and plans, etc. This practice can be important in establishing understanding if teachers offer a certain degree of self-disclosure in return. But everything should be in moderation – excessive exchange of information is unprofessional or inappropriate. The degree of self-disclosure shows the desired openness towards others, honesty. This is also an important component of socio-pedagogical interaction.

The second principle that can help shape constructive interaction is the manifestation of sensitivity on the part of the teacher. Students need to feel understood and valued. Empathy is a key component in any relationship. Empathy does not mean agreement, but rather an attempt to understand others. It is the ability to put oneself in another person's shoes and see the world through their eyes.

The third principle of effective socio-pedagogical interaction is to take into account the individuality of the student. Students like to realize that the teacher really knows who they are, that they are valued as an individual. Orientation to the student emphasizes his/her uniqueness and provides an opportunity to create an atmosphere where all students are motivated to learn. Among the techniques of socio-pedagogical interaction that do not take much time, but show that the teacher is interested in the student's personality, we can cite the following: remember the names of students; find out something unique about each student and mention it to them from time to time; ask about their hobbies and life outside of school; include personal topics and examples about students when discussing issues; maintain contact with students who were absent from class (for example, send homework).

Being a controlled process, the organization of socio-pedagogical interaction between the teacher and students in the process of learning a foreign language is realized through its purposefulness, regulation, systematicity, organization, and structure. It is necessary to combine pedagogical support techniques (activation, assistance, advice, consultation, facilitation) from the teacher, which not only ensures the success of learning a foreign language, but also reflects the local educational environment, which allows to actualize and to develop the internal potential of future specialists in the form of participation and co-creation between the teacher and students [14]. This determines the special role and position of the teacher in the educational process. At the same time, during learning, knowledge should be obtained by students more or less independently. The correct ratio of activity and communication allows to organically combine the educational and upbringing functions of the educational process.

In intensive group learning, a learning team emerges, which positively influences the development of each student's personality. Purely individual work according to the teacher-student scheme deprives the educational process of the most important link – interpersonal communication and interpersonal interaction through learning. In intensive group learning, communication becomes a necessary attribute of educational activity, and the subject of communication is its products: students directly in the process of acquiring knowledge exchange the results of cognitive activity, discuss and debate. Interpersonal communication increases motivation by including social incentives: personal responsibility appears, a sense of satisfaction from public success in learning. All this forms a qualitatively new attitude to the subject in students, a sense of personal involvement in a common cause, which becomes group mastery of knowledge.

Interactive educational activities in foreign language classes in the system of professional training of future managers involve the organization and development of dialogic communication, which promotes mutual understanding, interaction, joint solution of a common, but significant for each one, subject of training tasks. During interactive training, students learn to think critically, solve complex problems based on the analysis of circumstances and relevant information, weigh alternative opinions, make thoughtful decisions, participate in discussions, communicate with other people in a foreign language, which has a positive effect on the formation of professionally significant qualities in future managers.

The most important methods from this point of view include interactive methods of business games, educational games, creative cooperation, discussions, debates, dialogue, polylogue, project method, case method, coaching, etc.

Business game is a method that is a role-playing game with different, often opposing interests of its participants and the need to make any decision after its completion. Such a game is distinguished by its targeted focus on the implementation of the development of professional thinking and the presence of specific roles, through which social and interpersonal relationships of students are implemented. Business game is a synthesis of the method of analyzing specific situations and role-playing games. It differs from other teaching methods in that the basis of a business game can be a model of a company or a country's economy, its individual elements. Decisions, made by the participants of the game on the basis of initial information, affect the object of management, changing its initial state. Business game is a form of reproducing the substantive and social content of professional activity, modeling relationships characteristic of a specific economic specialty. It allows you to model the most adequate, in comparison with traditional teaching

methods, conditions for the formation of the personality of a future manager and his/her professionally significant qualities. The goals and objectives of a business game are implemented in the actions of its participants during the performance of their functional duties. When determining the specific goals of the game, educational tasks, features of the professional activities of managers, the role structure of their activities and communication, typical professional actions are taken into account. In addition, the rules of the game determine the norms of behavior of its participants. The basic element of the game procedure is a scenario, the subject content, described in verbal or graphic form, expressed in the nature and sequence of actions of the subjects of the pedagogical process (players and the presenter). In the simulation-role-playing game, future managers gain experience in organizing professional activities, because the business game becomes a kind of model, which positively affects the formation of professional competence.

Modern teachers offer a number of educational games that can be used in teaching a foreign language: "circle of ideas", "aquarium", "two – four – all together", "rotational threes", "microphone", "brainstorming", "unfinished sentences", "decision tree", "court hearing", "public hearing", "take a position", "change position", etc., from the very names of which it is not difficult to guess their content.

The discussion method allows the teacher to consider scientific, social, moral problems from different points of view. At the same time, students listen carefully, respect the opinions of others, express those positions that do not coincide with the general point of view, logically and clearly interpret their opinion, that is, develop critical thinking skills in the learning process.

Creative cooperation (interaction between the teacher and the student, student and student) is considered a necessary condition for learning, it has a pronounced emotional character and is manifested in joint actions (educational, cognitive, search). The main requirement for the teacher in this case is the desire to ensure the success of the student as the most important factor in motivating his/her activity, which is achieved by transforming the psychological position of the teacher from the "carrier" of information to the consultant and organizer of the learning process, and the position of the student – from "discipleship" to "partnership".

A vivid example of creative cooperation between the teacher and students is the implementation of project work. The project method is a search method, such an organization of learning, in which knowledge is acquired in the process of planning and implementing practical project tasks, which allows you to closely combine theory with practice. Project activity in foreign language classes is based on a new understanding of the relationship between the teacher and the student. The role of the teacher is changing radically, he/she becomes an assistant, partner, advisor, who uses his/her information skills to help find the optimal method and way to solve the problem. For example, students of the "Management" specialty can be offered to complete a project in the form of a presentation of an event in the field of management of global importance or a report on the topic "Development of managerial thought in the general theory of management". The practice of completing such a task has shown that students acquire the skills and abilities to independently find, analyze and apply the necessary information. In the case of group project work, they learn to work in a team, take responsibility for the implementation of their area of work, evaluate the results of their work and make a personal contribution to the common cause.

Dialogicity as one of the main characteristics of the educational process in teaching a foreign language is manifested in educational dialogues, which can be considered a specific type of cooperative learning.

The specificity of creating situations in teaching dialogic speech is that all the socio-psychological characteristics of natural communication are preserved, educational and developmental functions are implemented, which leads to the most productive mastery of foreign language communication. The ability to communicate in a foreign language using the cooperative learning method forms such qualities of future management specialists as the need for self-education, the development of intellectual and cognitive abilities, and the readiness to communicate in various types of collective interaction.

A dialogue lesson as a type of lesson-pressure conference is effective in ensuring communicative interaction of students among themselves and with the teacher, and in implementing the exchange of social and role functions. Such work not only develops students' communicative skills, but also, thanks to the action of the mechanism of social facilitation (strengthening dominant reactions in the presence of others), improves the performance of the task, which is to logically convince your opponent. This helps to increase self-esteem in students, instills self-confidence.

Case methodology refers to active learning methods and is based on group analysis of the proposed situation. The case method of teaching a professional foreign language includes all types of language activity: reading, speaking, writing and listening.

The basis of coaching as a pedagogical technology is a motivating interaction, created by the teacher, and contributes to the disclosure of the student's personal potential, enabling him/her to achieve a specific educational goal. We see the essence of the pedagogical technology of coaching in foreign language training of students in the systematic support of the student, aimed at effectively achieving important goals for him/her in mastering a foreign language within specific terms, developing flexibility in the student, and the ability to find an effective solution to the problem. The main tasks of coaching in foreign language training are motivating the student, helping to see the future result of learning, analyzing the existing level of knowledge in order to fix the final result and its achievement in the future. The main stages of the coach's work in this case are establishing partnership relations with the student, jointly defining tasks to achieve a specific goal; research of the current level of knowledge, identification of obstacles (internal and external) on the way to a positive result, analysis and definition of an effective way to overcome difficulties, drawing up an action plan and setting deadlines, organizing control and self-control of the learning process, objective assessment of the result and its reflection by the student.

Independent work is very important, as it forms students' self-education skills, the ability to plan and organize their work, develops self-control, contributes to the improvement of the skills to process and analyze information, make generalizations, and make necessary adjustments to the work.

To achieve high efficiency in the process of forming foreign language communicative competence, the teacher needs to develop a number of special skills that will allow to relieve tension and to create a situation of openness in the lesson. Such skills include the ability to manage the interaction process and phases of contact (demonstrating sincere goodwill, adhering to the principle of positive feedback to increase the self-esteem of interaction participants, actualizing their personal resources, openly demonstrating one's feelings, relationships, the ability to "present oneself", create one's positive image, leading the initiative during contact: listening with interest, agreeing with arguments, repeating an opinion, expressed by a student earlier, responding with facial expressions to some action of a student (for example, shaking one's

head), ending the conversation, but so that students do not feel it, reducing the number of direct demands, the ability not to lose sight of others when having a dialogue with one of them); the ability to be open and sociable in interaction; the ability to translate communication to a spiritual, personal level; the ability to identify "danger zones" for communication: in which cases the other party may become irritated, become more aggressive, the ability to put oneself in the other party's place and understand their reaction, the ability to show tolerance and respect in relationships; the ability to relieve nervous tension (the ability to relax); the ability to control one's mood and create a good mood and expressiveness of personality, to positively influence the relationships between the subjects of the educational process [6].

As practicing teachers, we believe that collective forms of work are effective for organizing socio-pedagogical interaction between the teacher and students, and between students. In particular, cooperation of students in pairs of variable composition: reading and subsequent joint discussion of a logically completed and small part of the text; developing skills in formulating a question, a point of the plan or a thesis, adequate to the content of the worked paragraph, etc. Teachers also call the following practice of mutual learning of students effective: answers to homework questions are supplemented in writing and checked by the students themselves; group solving of a problem situation; independent work with new educational material in pairs with its subsequent explanation to the whole group; multiple variable repetition using reference signals, etc. [15].

Effective factors that contribute to the formation of foreign language communicative competence and are implemented through socio-pedagogical interaction, in our opinion, are the change in the student's position from an object of education and training to a subject of self-government: ensuring subject-subject interaction of participants in the educational process; creating situations of success in classes; applying a differentiated approach based on the results of the primary diagnosis of development levels in the linguistic sphere, which takes into account the peculiarities of motivation, cognitive development, the formation of skills and abilities of communication in a foreign language, linguistic preparedness, etc.; creating personally developing situations in classes; the predominance of dialogue as a means of communication between foreign language the teacher and students; the "game" form of tasks; active use of methods of mutual learning, mutual control, mutual assessment; changing role positions, changing the rules of traditional language and speech exercises, etc.

2.5 RESEARCH ON THE RESULTS OF THE INFLUENCE OF THE USE OF SOCIO-PEDAGOGICAL INTERACTION STRATEGIES ON THE FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS

Experimental teaching of a foreign language using work methods based on socio-pedagogical interaction, students studying in the specialty "Management", was introduced by us in three higher education institutions (Kharkiv National Automobile and Highway University, O. Beketov National University of Urban Economy in Kharkiv, Kharkiv State Academy of Culture) during 2023–2024 academic year. The total number of participants (in the CG – 78 students, and in the EG – 80 students) was 156 people. The participants of

the experiment were informed about the study and the opportunity to refuse to participate in the experiment without any consequences for their education, and they gave their consent. To verify the results of using strategies of socio-pedagogical interaction for the formation of foreign language communicative competence of students-future managers, we conducted a comparative analysis of their academic achievements during the final control of the winter session 2023–2024 academic year.

The analysis showed that before the experimental work, the level of formation of foreign language professional communicative competence in the control and experimental groups did not have significant differences (**Table 2.1, 2.2**).

● **Table 2.1** Indicators of the level of formation of foreign language professional communicative competence in the CG and EG (before the experiment)

Educational institution	Level					
	Low		Sufficient		High	
	Group					
	CG	EG	CG	EG	CG	EG
KNAHU	46.2% (12 st.)	46.4% (13 st.)	34.6% (9 st.)	42.9% (12 st.)	19.2% (5 st.)	10.7% (3 st.)
O. Beketov NUUEKh	39.3% (11 st.)	35.7% (10 st.)	39.3% (11 st.)	46.4% (13 st.)	21.4% (6 st.)	17.9% (5 st.)
KSAC	40.9% (9 st.)	41.7% (10 st.)	40.9% (9 st.)	50% (12 st.)	18.2% (4 st.)	8.3% (2 st.)

● **Table 2.2** Indicators of the level of formation of foreign language professional communicative competence in the CG and EG (after the experiment)

Educational institution	Level					
	Low		Low		Low	
	Group					
	CG	EG	CG	EG	CG	EG
KNAHU	38.5% (10 st.)	14.3% (4 st.)	38.5% (10 st.)	60.7% (17 st.)	23.0% (6 st.)	25.0% (7 st.)
O. Beketov NUUEKh	32.1% (9 st.)	14.3% (4 st.)	46.5% (13 st.)	57.1% (16 st.)	21.4% (6 st.)	28.6% (8 st.)
KSAC	36.4% (8 st.)	12.5% (3 st.)	45.4% (10 st.)	66.7% (16 st.)	18.2% (4 st.)	20.8% (5 st.)

The data obtained after the experiment allow us to state the positive impact of such an organization of classes, where the motivation of the student’s activity, his/her psychological support are carried out, conditions for interaction are created and situations are worked out that ensure mutual exchange of information, coordination of joint actions, receiving feedback, etc.

The analysis and understanding of the results of our experimental implementation of the methods of socio-pedagogical interaction proved the effectiveness of their use for the formation of foreign language professional communicative competence in future managers. The indicator of the level of formation of foreign language professional communicative competence had statistically significant differences between the groups after the experiment at $p < 0.05$. The methodological toolkit that was developed by us and offered in the training classes turned out to be effective.

In order to systematize and confirm the effectiveness of the principles of establishing effective interaction and mutual understanding with students, we conducted a survey of a group of student-future managers who studied the academic discipline "Foreign language". The respondents were asked to evaluate which of the proposed methods they consider the most optimal in terms of creating successful, trusting, friendly relationships between teachers and students and, as a result, creating a favorable atmosphere for motivation and an effective educational process in learning a foreign language. The study of students' responses showed that teachers who paid attention to self-disclosure were more positively evaluated by students, which, in turn, demonstrated stronger motivation and interest of students in learning a foreign language.

Students in the experimental groups noted that in their relationships in the process of learning a foreign language, teachers showed great attention to students' activities, thereby contributing to motivation and interest. During the training sessions, teachers sought to help students acquire the appropriate skills, explained the reasons for mistakes, and the relationship between teachers and students was characterized by friendliness, openness, and interest in students' success. Interaction between teachers and students in the process of learning a foreign language took on the character of joint creative activity and partnership communication, and students noted that the distance in communication had significantly decreased.

According to the survey, teachers with a sense of humor received the highest marks and more positive feedback. Humor can be another way to weaken the emotional filter and cause positive affect, revealing the "human" side of the teacher to students. Perhaps this is obvious, but it should still be emphasized that this also needs to be used with caution. Students should recognize a statement or comment as humorous, and only when the content and form of humor are appropriate will this lead to deeper cognitive processing, improved relationships, and more effective learning.

Students were also asked to identify 3 methods from the above, which, in their opinion, contribute more to high-quality interaction between students and teachers. The results of the diagnosis were as follows: in the opinion of students, the most effective were the methods of business games, project methods and discussions, since when using them, active cooperation takes place between the teacher and students, as well as between students. Answering open-ended questions, students noted that it was during the applied methods of socio-pedagogical interaction that they can freely communicate with each other, work in a team, while the teacher approaches the students in communication.

Among the reasons that, in the opinion of students, did not contribute to the formation of their foreign language communicative competence, the following were noted: the personality of the teacher, his/her professional qualities, low indicators of pedagogical tact, pedagogical skill, lack of authority among students; low indicators of tolerance, lack of friendliness in communication; the advantage of the reproductive style of learning over the creative one.

2.6 DISCUSSION OF THE RESULTS OF SECTION 2

Socio-pedagogical interaction of the teacher and students in the process of learning a foreign language is determined by the goals of a communicative and personal-developmental nature in relation to the subjects of interaction. At the current stage of development of higher education, the process of learning foreign languages should be understood not as an individual activity of students with educational material, but as a type of communicative interaction, an important function of which in classes is to establish interaction between the teacher and students, students with each other, during which the task of mastering a foreign language is implemented.

A modern manager, in order to successfully carry out organizational activities at the foreign economic level, needs to have business communication skills with a potential foreign partner. Therefore, today the requirements for learning a professional foreign language are changing. In the process of forming the foreign language communicative competence of future managers, it is necessary to use, along with traditional methods, such educational technologies as professionally oriented business games, the method of creative cooperation, various types of dialogic communication, the method of projects, and coaching technology.

Socio-pedagogical interaction provides an individual path of development for each student depending on the level of his/her preparedness, abilities, individual typological and personal characteristics. An individual approach in this context assumes knowledge of the individuality of a particular student by the teacher. The best result of interaction is achieved under conditions when the teacher takes into account the individual characteristics of students, their personal experience, the specifics of their needs and opportunities. The effectiveness of productive interaction between the teacher and students in the process of learning a foreign language is manifested in strengthening motivation and developing students' interest in classes, increasing the strength of knowledge, as well as equipping students with practical skills for self-education, using various methods of personality-oriented learning in order to ensure student activity in classes.

Creating a stable and comfortable interaction between the teacher and the student, a friendly educational environment has a positive effect on the quality of foreign language training, increases motivation to learn a foreign language, promotes the student's self-development and develops his/her ability to self-education.

Therefore, the potential of socio-pedagogical interaction between teachers and students opens up broad prospects for increasing the effectiveness of the formation of foreign language communicative competence.

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LINGUISTIC ANALYSIS OF THE STORY ABOUT LIFE EVENTS AS A TECHNOLOGY FOR RESEARCHING THE EMOTIONAL EXPERIENCE OF HIGHER EDUCATION STUDENTS

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ABSTRACT

The emotional experience of a person is an integral part of human life, which determines the characteristics of behavior, decision-making and the nature of interpersonal interaction. In psychology, it is interpreted as a multifaceted phenomenon that combines cognitive, physiological and behavioral aspects, as well as a complex of emotional knowledge, accumulated throughout life, used by a person in interaction with the environment. It has been determined that stories about life events are a reflection of the internal emotional state of a person, and their analysis allows us to identify key cognitive and emotional characteristics of the speaker. A comparative analysis of linguistic markers (the number of words, pronouns, adjectives, verbs, emotionally colored words, etc.) in texts describing positive and negative life events was carried out. The results of the study revealed linguistic differences in stories about negative and positive experiences, which indicate increased cognitive activity and emotional involvement in speaking about negative events. The emphasis is on the practical significance of the obtained data for the training of future psychologists, in particular in the acquisition of speech analysis skills, working with the emotional experience of clients and developing professional empathy. The results obtained will contribute to the improvement of the educational process and the preparation of applicants for professional activity in the field of psychology.

KEYWORDS

Linguistic analysis, emotional experience, stories about life events, technology, personality, emotional well-being, self-regulation, interpersonal interaction, adaptation, higher education applicants, language markers.

3.1 THEORETICAL FOUNDATIONS OF STUDYING THE EMOTIONAL EXPERIENCE OF THE INDIVIDUAL

The emotional experience of the individual is an important component of his/her existence, which significantly affects behavior, decision-making and interpersonal interaction. In psychology, emotional experience is considered as a complex phenomenon that includes cognitive, physiological and behavioral components; a set of emotional knowledge that a person receives throughout life and uses when interacting with the world around him/her [1]. Emotional knowledge is a complex integrative category that reflects cognitive awareness, interpretation and systematization of information about emotional states, processes and mechanisms that provide understanding of one's own emotions, the emotions of other people, as well as their impact on behavior, interaction and decision-making. They include the ability to identify, analyze,

explain and regulate emotional manifestations in relation to socio-cultural, psychological and biological aspects. The most favorable spheres of the social environment for the formation or expansion of a person's emotional experience are the educational environment, interpersonal relationships and family. Emotional experience reflects the depth and intensity of emotions that a person experiences in response to external or internal stimuli.

Emotional self-awareness is closely related to emotional experience, since it involves the ability to deeply understand one's emotions, to realize their connection with one's own life experience, and to be able to manage them. This process includes the development of skills for identifying and recognizing one's own emotions, describing them, analyzing the causes and consequences of emotional reactions, and consciously managing them. Through the connection with previous emotional experience, self-awareness allows a person to better understand how their emotions are formed and affect behavior. According to S. Derevanko, emotional self-awareness is an important component of effective functioning in professional and personal spheres of life [2]. It promotes a deeper understanding of one's own emotional state, helps to find optimal ways to respond to difficult situations, and increases the ability to self-regulate. The development of emotional self-awareness is universally useful and can be adapted to the needs of people of different ages and professions, as it provides improved management of emotions and their integration into the overall emotional experience.

Emotional experience of the individual is the basis for the development of emotional intelligence. The functional significance of emotional intelligence lies in the development of emotional awareness, the ability to adequately respond emotionally, expanding the repertoire of adaptive behavior of a person, awareness of one's emotions, increasing emotional competence, etc. According to the research of D. Goleman, a high level of emotional intelligence allows a person to better recognize and control their emotions, while emotional experience remains a more automatic and less controlled phenomenon [3].

Emotional intelligence, in contrast to emotional experience, is a person's ability to understand, regulate and effectively use emotions – both his/her own and those of other people [4]. It is not only about what a person experiences (emotional experience), but also about how they interact with these emotions. M. Zhuravlova considers emotional intelligence as a special way of organizing individual emotional experience, which is characterized by the ability to realize, understand and manage one's own emotions, as well as to influence the emotional reactions of other people [4]. The scientist identifies two key components of emotional intelligence: emotional competence and emotional experience. Emotional competence covers all aspects related to managing emotions, includes the ability to identify and regulate one's own emotions, show empathy, and develop social skills. Emotional experience, in turn, reflects the unique structure of the emotional sphere of each person, which is formed under the influence of their life experience, cultural characteristics, social environment and other factors. Thus, emotional intelligence is a multifaceted system that combines universal elements of competence and the unique emotional experience of each individual.

Speech is one of the main means of expressing emotional experience. It not only transmits information, but also reflects the inner world of the individual, including his/her emotional state. The connection between emotions and speech is two-way: on the one hand, emotions affect the choice of words, intonation and

syntactic construction of sentences; on the other hand, the use of certain language structures can affect the emotional state of the speaker. For example, S. Nolen-Hoeksema and A. Aldao studied how language reflects emotions in different cultural contexts and found that the choice of emotionally colored words can be an indicator of psychological state [5]. In particular, they found that in cultures with a high level of social support, people tend to use positively colored vocabulary even in negative contexts, which may indicate adaptive mechanisms for regulating emotions. At the same time, in cultures where it is customary to openly express negative emotions, the use of words with significant negative emotional valence is more common. This may indicate a higher level of emotional tension or insufficient emotional regulation skills. Thus, the choice of emotionally colored words not only conveys the speaker's emotional state, but can also serve as a diagnostic tool for identifying potential problems, such as depression and anxiety. Their research emphasizes the importance of taking cultural characteristics into account when analyzing speech, since it is the cultural context that significantly influences the linguistic representation of emotions and the ways, in which they are expressed.

Linguistic markers of emotional state, such as interjections and word combinations, are an important means of analyzing the linguistic organization of an utterance, aimed at identifying the feelings and personal characteristics of the speaker. These linguistic elements provide the implementation of an expressive or emotive function, reflecting the emotional context of communication, the speaker's subjective attitude to what is said and his/her desire to emotionally influence the addressee. Interjections that integrate evaluative, modal or emotionally saturated components contribute to a deeper understanding of the speaker's emotional state, allowing to identify both his/her current experiences and stable psychological characteristics. Linguistic markers of emotional state play an important role in psychological research. K. Niederhoffer and J. Pennebaker developed a text analysis technique that allows identifying emotional and psychological features of speech through the frequency of use of certain words, in particular verbs, adjectives and pronouns [6]. For example, an increased frequency of first-person pronouns ("I", "me", "mine") may indicate a high level of reflection and/or anxiety, while frequent use of negatively colored words ("fear", "pain", "anxiety") indicates a negative emotional state.

The study of emotional experience through speech analysis is of great importance both for psychological diagnostics and for the development of correctional programs. The study of linguistic markers can help identify signs of emotional stress or psychological trauma, as well as adapt educational approaches to the needs of higher education students. In the modern context, the importance of such studies is enhanced by the increase in emotional load on education applicants, especially in conditions of global crisis situations, military and social conflicts. The emotional experience of an individual affects the formation of identity, self-regulation, interpersonal interaction and adaptation to life challenges.

Thus, the emotional experience of a person is a multidimensional phenomenon that is deeply integrated into the cognitive, behavioral and physiological aspects of human life. Its study through linguistic analysis opens up wide opportunities for understanding how a person interprets, systematizes and expresses his/her feelings in interaction with the social environment. The connection between emotions and speech is confirmed by numerous studies that emphasize the role of linguistic markers in the diagnosis of a psychological state. The use of emotionally colored words, pronouns, interjections and other language elements

allows us to identify both current emotional experiences and stable psychological characteristics of the speaker. The significance of such studies is increasing in the context of modern crisis challenges, when the emotional load on education seekers reaches critical levels. Linguistic analysis of stories about life events allows us to identify signs of stress, psychological trauma or adaptive resources, which is important in the context of psychological diagnostics and assistance.

3.2 LINGUISTIC AND PSYCHOLOGICAL MEANS OF STUDYING THE EMOTIONAL EXPERIENCE OF A PERSON

A story about life events is one of the most natural ways, by which a person structures and interprets his/her emotional experience. Through language, a person not only conveys facts or information, but also reflects his/her experiences, attitude to events, inner world and unique view of reality. Linguistic analysis of such stories allows us to delve into the emotional dimension of speech, reveal hidden meanings and understand how emotions shape behavior, attitude towards oneself and others.

In psychology, language is an important technology that reflects both conscious and unconscious aspects of a person's emotional state. Features of word choice, emotional coloring of statements, text structure and other linguistic markers are valuable indicators that allow us to identify emotional state, features of cognitive information processing and even the specifics of psychological difficulties.

Linguistic analysis of stories about life events as a method of studying emotions is gaining particular relevance in modern psychology, as it provides access to deep layers of emotional experience, allows us to identify the connection between linguistic manifestations and emotional well-being, and also contributes to the development of practical approaches in psychological work. In this context, it is important to consider approaches to the analysis of such stories, linguistic features of speech, ethical aspects of working with texts and the practical significance of the results obtained.

The cognitive-emotional approach (A. Beck, R. Lazarus, J. Gross, P. Ekman, S. Nollen-Hoeksema, L. Barrett, D. Herman and others) is one of the most comprehensive approaches, used to analyze stories about life events, as it allows us to study the relationship between cognitive processes and emotional reactions that are reflected in human speech. This approach is based on the understanding that a person does not simply tell about what happened, but interprets events through the prism of his/her emotional experience, values, beliefs and previous life experience. In speech, this interaction is manifested through the choice of words, the structure of sentences and the ways, in which people describe their experiences. Therefore, stories become an important source of information about the inner world of a person, their emotions, perception and the way they process information.

The key idea of the cognitive-emotional approach is that emotions are formed as a result of the cognitive assessment of events that a person experiences. For example, the same event can cause different emotions in different people depending on how they interpret it. This means that the speech that a person uses to describe their experiences can provide valuable information about their emotional state and cognitive processes. In stories about life events, emotions are most often manifested through the use of emotionally colored words, such as "joy", "fear", "sadness", etc. For example, if a person describes a certain

event with the words "it was amazing", "I felt happy", this indicates their positive emotional state. In the case of a negative experience, words such as "terrible", "unbearable" may appear. The tone of the statement can be positive, negative or neutral. By analyzing the tone, researchers can understand how a person perceives the event and what emotions are associated with it. For example, a positive tone indicates a resourceful experience, while a negative tone may indicate a traumatic impact of the event.

Life event stories can contain cognitive distortions that reflect a person's emotional state and thinking style. For example, generalization ("always", "never"), catastrophization ("it's all gone", "this is the worst that could happen"), or personalization ("it all happened because of me") are markers of maladaptive cognitive schemas that can influence emotional experience. Identifying such distortions helps to understand how a person cognitively processes their emotional experience.

In life stories, people not only describe the events themselves, but also give them a certain meaning. An analysis of the cognitive aspects of the text allows us to reveal how a person makes sense of what happened to them and what conclusions they draw. For example, words that reflect cause-and-effect relationships ("that is why", "because of") can show how a person understands the causes and consequences of their actions or circumstances. The cognitive-emotional approach pays attention to whether a person sees positive aspects even in difficult situations, or, conversely, focuses exclusively on the negative. The reflective component of stories also plays an important role in the cognitive-emotional approach. When analyzing the text, researchers pay attention to how deeply a person comprehends their emotions and events. For example, the use of statements, such as "I realized that this changed me" or "I learned to appreciate..." indicates the ability to reflect and emotional growth.

The cognitive-emotional approach is important for psychological research, especially in the context of studying emotional experience. It allows you to reveal a person's deep inner experiences through the language, with which they describe the events of their life. It helps to identify adaptive or maladaptive cognitive-emotional models that affect their perception of the world. It allows you to see the dynamics of emotional development through the analysis of changes in the way events are narrated. Identifying cognitive distortions helps formulate strategies for their correction, which can contribute to improving emotional well-being.

Thus, the use of this approach contributes to the development of skills in analyzing speech, identifying emotionally significant aspects of stories and understanding the influence of cognitive schemes on a person's emotional state. In practical psychology, this approach can be used to work with clients experiencing emotional difficulties, since stories about life events are an important technology for identifying sources of stress or traumatic experiences.

A story about life events is not only a way of describing facts, but also a technology for reflecting personal experience, emotional states and individual interpretation of the situation. In the linguistic analysis of such texts, special attention is paid to three key aspects: the selectivity of events, their emotional coloring and the structure of the text, which allow us to identify not only the external characteristics of statements, but also the deep emotional and cognitive processes of the speaker.

A person always chooses for a story only those events that are of particular significance to him/her. This process of selectivity is subjective and largely depends on what emotions, experiences, or values are

associated with certain life events. For example, some people may prefer stories about successes and achievements, which reflects their emphasis on positive aspects of the experience, while others may focus on difficulties, conflicts, or losses that determine their emotional state or even their thinking style. The choice of events may indicate a person's emotional priorities. If a person more often chooses traumatic or negative events to tell a story, this may indicate a high level of anxiety, pessimism, or incomplete emotional processing. The temporal perspective of the choice is also important. A person may focus on past events if they continue to affect their present state, or on future events if they are in a phase of active planning or anticipation.

The emotional coloring of the text reflects how the speaker evaluates the events he/she is talking about and what feelings these events evoke. It is conveyed through the choice of words, the use of emotionally charged expressions, and the intonation of the text. Positive emotional coloring is often manifested in the use of words, such as "joy", "success", and "excitement". It may indicate the resourcefulness of events, their ability to support the speaker's psychological well-being. Negative emotional coloring, which includes words, such as "fear", "sadness", and "loss", may indicate unresolved emotional problems or the significance of these events in the context of life experience. The intensity of emotional coloring is also an important indicator. The use of hyperbole ("it was incredibly difficult") or expressions that emphasize the uniqueness of the event ("this has never happened before") indicates the depth of the emotional impact. The emotional coloring of the text often reveals a person's attitude towards themselves, others, and the world in general. For example, repeated use of negatively colored words may indicate a tendency to pessimistic thinking.

The structure of the text reflects not only the cognitive organization of speech, but also the emotional state of the speaker. Within the framework of linguistic analysis, attention is paid to several parameters [7, 8]:

1. Sequence of events. A structured, logical narrative indicates the ability to integrate events into life experience. For example, a description of an event with a clear beginning, development, and ending indicates cognitive and emotional order. Inconsistency or discontinuity in the presentation (jumping between topics, lack of a clear chronology, etc.) may indicate emotional tension, difficulty in experiencing the event, or even its retraumatization.

2. Sentence length. Short sentences are often used in moments of emotional tension or when recounting traumatic events ("I didn't know what to do. Everything happened very quickly."). Long, complex sentences indicate reflexivity, the ability to meditation and analytically rethinking of events.

3. Logical connections between parts of the text. The use of words like "because", "therefore", "however" indicates cognitive processing of memories of the event, understanding its cause-and-effect relationships. The absence of logical connections may indicate chaotic perception or difficulties in formulating thoughts.

4. Text style. The tension or formality of the text may indicate the internal discomfort, caused by the story. The use of details ("he wore a red jacket", "it was cold and damp") may indicate immersion in memories.

Thus, the linguistic features of stories allow us to assess how a person experiences his/her life experience, what events are significant for him/her, and how they affect his emotional state. Such an analysis can be used in the diagnosis of psychological well-being, identifying resources or areas for work in psychotherapy, as well as in research, aimed at understanding a person's emotional experience in different life contexts.

3.3 LINGUISTIC ANALYSIS OF LIFE EVENT STORIES OF HIGHER EDUCATION APPLICANTS

Life event stories are a unique source of information about emotional experiences and cognitive-emotional processes of the individual. Their analysis allows us to understand more deeply how higher education applicants make sense of important life events, reflecting their feelings, thoughts and meditations in speech. In this context, the results of the study become an important technology for identifying linguistic markers that characterize both positive and negative events. Further analysis of the obtained data allows us to assess how emotional experience affects the speech patterns of education students and what linguistic features are characteristic of different types of events.

The aim of the study is to conduct a comparative analysis of linguistic markers of emotional experience in stories about positive and negative life events of higher education students.

The analysis of life event stories is an extremely valuable method for studying the emotional experience of an individual, but its application requires compliance with certain ethical norms, since these narratives often include sensitive information related to experiences, emotions, traumatic events, and can be emotionally difficult for the respondent. In the study, we adhered to the following ethical principles:

1. The principle of confidentiality.

Confidentiality is the main principle of any research that includes personal information. People who tell about their life events must be sure that their words will not be used against them or transferred to third parties without their consent. All narratives were depersonalized, that is, the texts did not contain identifying data that could reveal the identity of the respondent (names, addresses, or any specific details that allow identifying a person). Conventional designations were used for further analysis. The respondents were provided with information about how and where their stories would be used, which built trust in the researchers.

2. Informed consent.

Before the study began, informed consent was obtained from the respondent, which assumes that the person clearly understands the purpose of the study, its procedures, possible risks and benefits. The respondents were informed that their stories would be analyzed, what aspects would be investigated (e.g., emotional coloring, text structure, etc.), and how the results would be presented in the future. The respondents had the opportunity to refuse to participate at any time without any negative consequences. Participation in the study was voluntary.

3. Avoidance of retraumatization.

A particularly important aspect in working with life stories is minimizing the risks of retraumatization. During the study, events that were traumatic for the respondent (e.g., loss of loved ones, difficult life circumstances) may be discussed, and revisiting such memories can cause significant emotional discomfort. The researchers created a psychologically safe atmosphere, in which the subjects felt supported and understood. The questions, asked by the researchers, were formulated in a way that minimized emotional burden. Instead of directly asking about the traumatic event, soft wording was used, which gave the respondent the opportunity to decide how deeply he/she was ready to immerse him/herself in his/her experience and talk about it.

4. Ethical interpretation.

The analysis of the texts took into account the context of the story, the uniqueness of the experience and possible limitations in the speaker’s expression of thoughts. The researchers tried to avoid subjective bias and not distort the meaning of the respondent’s statements. Each interpretation was supported by factual data from the text.

5. Respect for personal boundaries.

The researchers took into account that a person may not want to share certain aspects of his/her life and gave the respondents the right not to answer the questions or to stop the story if they felt uncomfortable. The respondents were invited to tell at their own pace, without pressure or imposition of additional questions.

The ethical aspects of life story analysis are extremely important for ensuring safe and correct research on emotional experience. Maintaining confidentiality, avoiding retraumatization, ensuring voluntariness and transparency of participation allow not only to obtain high-quality data, but also to maintain the trust of respondents. Only if ethical principles are observed, story analysis can become a technology that contributes to a deeper understanding of the emotional world of a person.

The study was conducted in the 2023–2024 academic year at the Semyon Kuznets Kharkiv National Economic University. 72 higher education students, 2–4 years of study from various faculties, participated in it. The age of the participants is from 18 to 21 years, which ensured the representativeness of the sample for research on the emotional experience of higher education students.

Linguistic analysis of stories about life events of higher education students is an important technology for studying emotional experience, since language is not only a means of communication, but also a means of reflecting the subjective world of a person. Speech allows us to reveal the specifics of experiences, cognitive processes and individual characteristics of a person. Understanding emotional experience through linguistic markers will help students of psychological education to more deeply understand the nature of emotions, learn to analyze non-verbal and verbal manifestations of an emotional state, and also improve empathy skills.

Each student was asked to tell about two events from their own life: one clearly positive and one clearly negative. The story lasted on average from 2 to 5 minutes. All stories were recorded on an audio device with the consent of the participants. This approach allowed to ensure accuracy in the reproduction of speech and to preserve the authenticity of the emotional context. The recorded stories were carefully transcribed into text format, observing the linguistic features of the statements, including pauses, intonations and other linguistic nuances. This made it possible to analyze the texts with maximum accuracy, preserving their original structure.

To check the normality of the data distribution, the Shapiro-Wilk test was used (**Table 3.1**). The Shapiro-Wilk test is more sensitive and provides more accurate results for small samples (up to 100 observations).

● **Table 3.1** Results of checking the normality of the data distribution

Test	W-statistics	p-value
Shapiro-Wilk	0.95	0.08

The results indicate that $p = 0.08 > 0.05$, i.e. the data correspond to the normal distribution. For the mathematical and statistical analysis of the results, the student's t -test for paired samples was used.

For each story, a quantitative and qualitative analysis was conducted, which included the following stages:

1. Quantitative analysis of the text: determining the total number of words in each story. Counting the number of words denoting emotions (for example, "joy", "fear", "delight", "sadness"). Calculating the average length of sentences to assess the cognitive complexity of the text.

2. Analysis of grammatical characteristics: counting the number of verbs that reflect the dynamics of events and their perception. Determining the number of adjectives that characterize the emotional coloring of the text. Analysis of pronouns (in particular, first-person pronouns), indicating the level of involvement of the speaker in the events.

3. Qualitative analysis: identifying the emotional coloring of the text (positive, negative, neutral).

4. Analysis of the structure of the story: sequence of events, logical connections between sentences and details of the description.

The methods used made it possible to obtain objective quantitative indicators that reflect the linguistic and emotional characteristics of the texts, as well as to identify individual differences in the emotional perception of positive and negative events. This created a basis for further analysis of the influence of emotional experience on linguistic behavior and cognitive-emotional characteristics of higher education students. The results, obtained in the study, are presented in **Table 3.2**.

● **Table 3.2** Linguistic markers of emotional experience of higher education students

Linguistic markers	Positive event M(SD)	Negative event M(SD)	t	p-level
Number of words	206.3 (6.5)	267.5 (8.4)	7.18	≤ 0.001
Number of words that denote emotions	19.4 (3.7)	31.9 (5.2)	2.29	≤ 0.05
Number of words in a sentence	10.2 (2.1)	18.4 (3.7)	1.51	> 0.05
Number of verbs	31.3 (5.2)	50.7 (7.5)	3.55	≤ 0.001
Active verbs	23.5 (4.6)	20.3 (4.1)	0.59	> 0.05
Passive verbs	7.8 (2.3)	30.4 (5.6)	4.15	≤ 0.001
Number of adjectives	8.9 (1.7)	17.6 (3.3)	1.62	> 0.05
Number of pronouns	16.7 (3.4)	28.5 (5.1)	2.16	≤ 0.05

The results of the study indicate that the number of words in stories about negative events is significantly greater than in stories about positive events, which is confirmed by statistical significance ($p \leq 0.001$). This fact may indicate increased cognitive complexity and emotional intensity of processing negative experiences. When describing negative events, a person often tries to understand them more deeply, find logical explanations or even justify their emotional state, which leads to a more detailed and extensive

presentation. Negative events are usually more difficult to integrate into life experience, as they are often associated with emotional stress, uncertainty and the search for cause-and-effect relationships.

As R. Lazarus and S. Nollen-Hoeksema note, negative experiences require greater cognitive activity, as a person seeks to find the meaning of events in order to alleviate their emotional experience [5]. This process often includes repetition and detailing of events, which increases the number of words. In addition, in stories about negative events, a tendency to reflect is often observed, that is, to think over the event and its possible consequences again. In psychological studies, this process is described as rumination – a tendency to dwell on negative thoughts [5]. Therefore, speech becomes more verbose and detailed. Negative events, as a rule, are associated with high emotional intensity, which requires additional verbal expression. This is confirmed by the studies of P. Ekman, who notes that negative emotions have greater weight for human survival, since they are associated with stress factors and resource mobilization [7]. In speech, this is manifested through detailed reconstruction of events and emotional reactions to them. The results obtained are consistent with the conclusions of a number of previous studies, which emphasize that a person tends to use a larger number of words when describing negative or stressful events, since such events require more detailed processing [7]. The results of these studies showed that it is precisely detailed descriptions that help an individual more easily integrate traumatic experiences into their life history.

In a study of speech during the description of positive and negative events, it was found that negative memories contain more contextual details and justifications, since their rethinking is important for adaptation [8]. According to the theory of J. Pratt, negative events are better recorded in memory, since they cause stronger emotional reactions. This enhances their detailing in speech, since negative memories automatically cause the need for their careful discussion and reconstruction [8]. L. Barrett, in his theory of constructed emotions, emphasizes that negative emotions are often the result of complex cognitive-emotional processes that are represented in speech through longer, more reflective, and detailed statements [3].

In contrast to narratives about negative events, narratives about positive events are more concise and dynamic. This may be due to the natural acceptance of positive events, because positive experiences are perceived as expected or harmonious and do not require deep analysis; less cognitive processing, because positive events do not require such detailed thinking, since they do not carry a threat or stress; and talk about positive events is often focused on the final success or pleasant emotions, rather than on the process. Therefore, the results obtained indicate that negative events require more cognitive and emotional processing, which is manifested in an increase in the number of words. These data are consistent with previous research in psychology and linguistics, which emphasizes the significant role of speech in the process of reflection, integration and adaptation to complex life experiences.

Narratives about negative events use more words denoting emotions than in narratives about positive events. This difference is statistically significant ($p \leq 0.05$). This result indicates that negative experiences are more emotionally charged and encourage the speaker to use emotionally charged words more actively to express his/her inner state. Experts argue that verbalization of emotions is a key mechanism for regulating emotional states. In the context of negative events, a person more often uses emotionally charged words in order to more accurately convey his/her experiences and reduce psychological discomfort [8]. Studies confirm that stories about negative experiences are characterized by higher emotional intensity,

since the speaker tries to convey the full range of feelings, caused by the event [6]. The use of emotional words serves not only as a way to convey the content of the event, but also their personal significance. Unlike negative events, stories about positive experiences are usually less emotionally charged, since positive experiences require less cognitive processing – they are often perceived as natural or expected. Emotional coloring is more generalized – a person uses a limited number of positive emotional words, such as “joy”, “happiness”, “excitement”. In positive stories, speakers focus more on results and active actions than on emotional details. Thus, the results of the study confirm previous scientific findings that stories about negative experiences are more emotionally saturated. The increased number of words denoting emotions in negative texts indicates an attempt by the speaker to verbalize his/her emotional state, which is an important step for integrating this experience into the life story.

The study has found that the average number of words per sentence in stories about negative events is slightly higher than in stories about positive ones, but this difference is not statistically significant ($p > 0.05$). This suggests that when describing negative experiences, speakers tend to use more complex constructions, trying to convey the context or reasons for the event in detail. However, this pattern is not constant for the entire sample. Interestingly, previous studies, in particular the work by K. Niederhoffer and J. Pennebaker, indicate similar patterns: negative experiences often stimulate the creation of more extensive and detailed texts [6]. However, the individual style of speech, the context of events, or even the level of emotional involvement of the speaker can significantly influence these indicators, which was reflected in the results of our study. Thus, although we observed a trend towards more complex constructions in stories about negative life events, it was not sufficient to confirm a statistically significant difference. This result indicates the need for further study of the problem, taking into account a larger sample and expanding the parameters of text analysis.

The results of the study demonstrate important differences in the use of verbs in stories about positive and negative life events, namely: the total number of verbs in stories about negative events is significantly higher ($p \leq 0.001$), which may indicate increased cognitive activity when describing actions that played an important role in the development of negative situations. At the same time, the difference in the number of active verbs between positive and negative stories is not statistically significant ($p > 0.05$). This indicates that the description of active actions is important for both positive and negative experiences. The number of passive verbs in stories about negative events is significantly higher ($p \leq 0.001$), which emphasizes the emphasis on lost control or the influence of external circumstances in a negative context. The increased number of verbs in stories about negative experiences is natural, since such events are usually associated with the need to describe the development of a situation, its causes and consequences. A person seeks to explain in detail what happened, why it happened, and what actions or factors influenced the situation. The lack of a statistically significant difference between the number of active verbs in stories about positive and negative life events may be due to the fact that both types of events include a description of specific actions that are meaningful to the speaker. In stories about positive events, active verbs are often used to emphasize achievements, initiative or energy, associated with the event (“I created”, “did”, “achieved”). In stories about negative events, active verbs can be used to describe struggles, efforts or attempts to avoid unpleasant circumstances (“I tried”, “protected”, “fought”). This result is consistent with the results of

the work by B. Feldman and R. Lane, who note that active actions remain a central element of any emotional experience, regardless of its positive or negative nature [1].

The dominance of passive verbs in stories about negative life events reflects the feeling of powerlessness or dependence on circumstances, characteristic of negative experiences. This may indicate that a person perceives him/herself more as an object of external influences, rather than as an active participant. For example, the stories often contain phrases, such as "I was forced", "I was lost", "I was abandoned", which emphasize the passive role of the speaker in the situation. Research confirms that the experience of stressful or traumatic events is usually accompanied by an emphasis on external factors that limit the person's control over the event [5].

J. Pennebaker and colleagues found that stories about negative experiences include more dynamic elements, such as verbs, due to the need to describe actions in the development of events [6]. At the same time, his works also note that passive constructions dominate in negative texts, emphasizing the vulnerability of a person and the influence of circumstances on him/her. Scientists note that active actions in the description of positive and negative events perform different functions: in positive ones they serve to emphasize achievements, and in negative ones – to express emotional tension or struggle with difficulties. At the same time, passive verbs are key markers of loss of control [7]. In her analysis of stories about traumatic events, T. Nazarenko showed that the number of passive constructions increases as the speaker's level of emotional tension grows [6]. This is consistent with our results regarding a significant number of passive verbs in stories about negative life events. Thus, the obtained results emphasize that negative events cause increased speech activity due to the need to describe the dynamics of events and cause-and-effect relationships, which is confirmed by a significantly larger number of verbs in such stories. At the same time, the dominance of passive verbs in negative texts reflects a sense of loss of control and dependence on circumstances. Active actions remain important in both positive and negative contexts, indicating their versatility in constructing emotional narratives. These results are consistent with previous research and demonstrate the versatility of speech as a tool for conveying emotional experience.

In stories about negative events, more adjectives are used than in stories about positive events, but the difference is not statistically significant ($p > 0.05$). This indicates a tendency towards a more detailed emotional description of negative events, but the data obtained do not allow us to conclude about the stability of this pattern for the entire sample. Adjectives are used in speech to characterize objects, actions or phenomena, in particular with an emphasis on emotional coloring. In stories about negative events, speakers may resort to adjectives more often in order to convey their attitude to the situation, emotional state or emphasize the significance of the event (for example: "terrible day", "unbearable pain", "anxious situation"). Negative events are often perceived as emotionally intense, which requires accurate verbalization of the description. Adjectives help to reflect the emotional spectrum of experiences and create a more vivid picture of the event. Despite the fact that in stories about negative events there is a tendency to use a greater number of adjectives, the lack of a statistically significant difference between their number is probably due to the individual speech styles of the respondents, which affect the volume and structure of the texts; the emotional nature of the events, when not all negative events caused the same intensity of experiences, and therefore did not always require a detailed description using adjectives. J. Pennebaker noted in his works that negative events

cause the need for a detailed description, which often includes adjectives to more accurately reflect the emotional coloring of the experience [6]. However, the results of his study also demonstrated that individual differences in speech style can reduce the stability of this phenomenon. L. Barrett emphasized that the story about negative events more often includes emotionally colored words, in particular adjectives, since a person seeks to verbalize his/her own complex emotions [3]. However, she noted that the level of use of such words depends on the emotional competence of the speaker and his/her ability to accurately identify his/her feelings. Studies of stories about traumatic events have found that adjectives are more often used to describe negative experiences, but this effect becomes significant only for texts with high emotional intensity [11]. This confirms that the use of adjectives is not a stable characteristic for all stories about negative events. Scientists note that adjectives as a part of language are one of the key tools for transmitting emotions. They found that in negative speech, adjectives perform the function of enhancing emotional coloring, while in positive speech they serve mainly to convey a generalized assessment [7]. Therefore, the tendency to use more adjectives in stories about negative life events indicates an increased need for emotional detail in the description. However, the results show that this pattern is not stable, it may be due to individual speech styles and different emotional intensity of events. These findings are consistent with previous studies and emphasize the importance of further studying the influence of emotional context on the use of adjectives in speech.

In stories about negative events, more pronouns are used than in stories about positive ones, the difference is statistically significant ($p \leq 0.05$). This may indicate increased reflexivity of the speaker, as well as his/her emotional involvement in the negative experience, in particular due to the frequent use of first-person pronouns ("I"), which emphasize the personal significance of the events described. The frequent use of first-person pronouns in negative stories may be associated with the self-reflection of the speaker, who is trying to make sense of his/her experience. Negative events often cause the need to understand their impact on him/herself, his/her own feelings, actions and consequences. For example: "I could not understand why this happened", "I felt a lot of pain", "It was difficult for me to accept this". In stories about negative events, a person focuses on his/her own experiences, which reflects his/her desire to describe his/her emotional state and justify his/her personal attitude to the events. This is consistent with research showing that negative events are more emotionally intense than positive ones and, consequently, provoke deeper introspection. Positive events, on the other hand, tend to be less reflective and focused on outcomes or other people (rather than the author). In such narratives, the speaker may use more second- or third-person pronouns ("We celebrated", "They supported me"), emphasizing the interaction rather than individual experiences. First-person pronouns are often used in texts related to negative experiences because of the speaker's need to focus on him/herself. They may be markers of heightened self-awareness and emotional involvement in the events being described. L. Barrett emphasizes that first-person pronouns are key in expressing emotional experiences, especially negative ones. She accentuates that an increased number of such pronouns indicates a deep emotional integration of the event into the speaker's personal experience [3]. Researchers of narrative texts note that first-person pronouns are more often used in negative contexts, as such events cause a greater need to express emotions, associated with personal trauma or responsibility [10]. It has also been found that first-person pronouns reflect the level of subjective perception of control over events. In negative texts, they often indicate a feeling of guilt, sadness or frustration, which enhances the emotional weight of the events described.

That is, negative events usually cause stronger emotional reactions, which force the speaker to focus more on him/herself and his/her emotional state. In stories about negative events, there is often an attempt to find the causes of the situation or his/her own mistakes, which can lead to a more active use of first-person pronouns. Unlike positive events, which are often associated with interpersonal interaction (celebration, cooperation), negative events are more associated with personal experiences, which enhances the use of the pronouns "I", "me", "mine". The results obtained indicate that first-person pronouns are an important linguistic marker of emotional involvement in negative experiences. Their increased use indicates deep reflection on the part of the speaker, an attempt to comprehend one's own role in events and express one's emotional state. These findings are consistent with previous studies that demonstrate a connection between pronouns and emotional intensity of experiences. At the same time, the results obtained emphasize the importance of further analysis of this phenomenon for a deeper understanding of the role of speech in reflecting emotional experiences.

3.4 DISCUSSION OF THE RESULTS OF SECTION 3

Thus, the conducted study allowed to identify differences in the linguistic characteristics of stories about positive and negative life events of higher education applicants. The main results indicate that negative events are more often accompanied by a greater number of emotionally colored words, first-person pronouns, verbs (especially passive ones) and longer sentences. These features reflect the increased cognitive activity and emotional involvement of the speaker, which are characteristic of processing negative experience. At the same time, the absence of statistically significant differences in some parameters (for example, active verbs and adjectives) indicates the influence of individual language styles and peculiarities of perception of the situation on the characteristics of the story. The significance of the study results lies in confirming that linguistic analysis is an effective technology for studying emotional experience. The description of negative events by higher education students demonstrates both a desire for reflection and a need to verbalize complex experiences. These aspects can be used for a deeper understanding of individual emotional characteristics and the impact of life events on the psychological state of the individual.

The results obtained are of practical importance for the training of future psychologists in higher education institutions, as they can be used to develop the skills and abilities of speech analysis. Mastering the means of linguistic analysis will help psychological education students learn to recognize emotional markers in the speech of subjects of professional activity to diagnose their psychological state, attitude to the situation, level of reflection, etc. Analysis of stories about a person's life events is an important component of psychological assistance, and the data obtained can become the basis for training students in collecting and interpreting such stories. Understanding how memories of negative life events are reflected in speech will allow future psychologists to work productively with traumatic experiences in a psychologically safe space. The analysis of linguistic markers in the speech of other people can help future psychologists establish connections between speech and emotional experience. Thus, the results of the study can be integrated into the process of training psychological education applicants through specially organized trainings, master classes and practical classes, which will contribute to the formation of the necessary professional competences.

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TECHNOLOGY OF FORMATION OF PROFESSIONAL CULTURE OF FOREIGN APPLICANTS IN “PROFESSIONAL FOREIGN LANGUAGE” (ECONOMIC DIRECTION) CLASSES

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ABSTRACT

The current problem of modern vocational education is the technology of formation of the professional culture of the future specialist, in particular of the economic direction. Taking into account the internationalization of higher education, which involves the process of systematic introduction of international experience into the educational, scientific and public activities of higher education institutions, the development of international cooperation in order to create a holistic system of international relations, it is advisable to pay attention to the provision of educational services to foreign applicants. The professional culture of a future domestic or foreign applicant begins to form in a higher education institution in the process of mastering the educational material of the educational components of the general and professional training cycle and the influence of the educational environment on the personality of a higher education applicant. In this context, it is important to define the terms “professional culture”, “speech culture”, “language etiquette”, “professional language” and the practical implementation of these concepts in classes on “Professional foreign language” through the use of modern didactic methods and techniques.

KEYWORDS

Foreign applicant, professional culture, technology of professional culture formation, higher education institution, speech culture, speech etiquette, professional communication.

4.1 THE ESSENCE OF THE CONCEPT OF “PROFESSIONAL CULTURE” IN THE CONTEXT OF EDUCATION IN A HIGHER EDUCATION INSTITUTION

Currently, events are taking place in Ukraine that affect the political, economic, and social life of the country. An important step on the path to the development of the social consciousness of the younger generation is the formation of a new scientific economic thinking, motivation to constantly update their knowledge and skills, the desire for personal improvement, and the analysis of the results of their work and the work of the entire team.

This task is primarily faced by higher education institutions of an economic profile, which must train specialists with high professional qualifications. To solve this task, the process of education and upbringing should be aimed at the professional training of future specialists of an economic profile and the comprehensive development of their personalities. These two components should be organically combined in the process of forming the professional culture of a future specialist.

Of particular importance is the correspondence of the level of formation of the professional culture of a future specialist in the economic field to modern socio-economic requirements and needs. Preparing students for professional self-realization in the field of economic services is an important and promising direction of forming human resources in the economic sector. The need for such training is due to the fact that future specialists in the economic sector must be able to make a significant contribution to the development of society. Therefore, higher education should provide applicants with such education that would fully satisfy the state demand and provide economic institutions with specialists of high professional culture.

The issue of forming professional culture in applicants for higher education has always aroused interest among scientists. This topic is considered in the works of O. Voznyuk [1], G. Ulunova [2], S. Strelbytska [3], O. Krupsky, E. Namliyev [4], I. Galyan, O. Galyan [5], and others. O. Krupsky, E. Namliyev consider professional culture as “a high level of human professionalism, as a way of creative self-realization in professional activity, as a process of mastering, transferring professional values, and forming a system of personal meanings, which are considered as a degree of quality of professional activity and human life” [4].

O. Voznyuk believes that “the professional culture of a specialist depends not only on the assignment of a certain educational and qualification level of a graduate of a higher education institution or the corresponding qualification of an employee, but also on relationships with colleagues, partners, consumers, clients. That is, professional culture is a special tool that actualizes the professional significance of a specialist. So the formation of his/her professional culture cannot be separated from either the process of professional growth or his/her moral development” [1].

Scientist G. Ulunova considers professional culture as the culture of the macrosystem, microsystem and personality. The author interprets the culture of the social macrosystem as a universal system of signs (professional knowledge and technologies) and symbols (norms and values) for a certain professional field, the emergence of which is the result of a dialogue between different links of professional life. The researcher understands the culture of the social microsystem as the qualitative characteristics of the activities of a professional group that are formed in the process of professional genesis and correspond to certain competences of a specialist. The professional culture of a person is defined as a complex dynamic personal formation of a specialist, which determines high qualitative indicators of professional and personal growth and self-realization of the subject of professional activity [2].

According to the researcher S. Strelbytska, professional culture is a holistic personal formation, the essence of which is a set of special theoretical knowledge, practical skills and abilities related to a certain professional direction, as well as professional and ethical qualities that meet the requirements of future specialists, and are a prerequisite for their effective professional activity and the goal of continuous and systematic self-improvement. The basis of the professional culture of future specialists is universal human and professional values, a set of professional knowledge and skills, and personal qualities [3].

The issue of professional culture is the focus of attention of the scientist I. Galyan, who believes that its formation in a future specialist begins with professional self-determination, professional choice, then continues during professional training and is polished throughout professional life, being influenced by various personal, social, professional factors. The basic personal formations that determine the content of professional culture are the values and meanings of the future specialist. According to the scientist, the main

goal of modern higher education should be to develop in students an interest and need for self-change. The transformation of a student into a subject, interested in self-growth, determines his/her further formation as a specialist capable of building his/her activity, its change and development [5].

The foundations of professional culture should be formed in students while studying at a higher education institution, because society needs specialists who are able to practically solve the life and professional problems, set before them. In this regard, special emphasis is placed on the formation of professional culture in the preparation of higher education applicants in the economic direction, since the activities of an employee of an economic institution require significant moral, physical and intellectual costs, great dedication to their work, as well as a high level of professional culture.

A modern student must be not only a good specialist in his/her field, but also a broadly educated person in other areas of life, science and culture. The professionalism of a specialist, his/her professional culture is a rather complex and multifaceted phenomenon. Therefore, competences should take their place in the professional training of future specialists, both those that are directly related to the technological side of future professional activity, and those that provide a modern specialist with the development of certain qualities of his/her personality (such as independence, responsibility, ability to work in a team, creative activity, ability to update knowledge, that is, such qualities of personality that ensure competitiveness in the labor market) [6].

Thus, analyzing the essence of the concept of "professional culture" and generalizing its content, the following can be noted:

1. The professional culture of a future specialist in the economic sector is a personal integrative characteristic that combines the formation of values and mastery of the norms and rules of professional ethics, skills and abilities of professional communication, a high educational and qualification level, which together ensure effective professional interaction with subjects of economic activity.

2. Professional culture is a complex socio-professional phenomenon, which has the following features:

- professional culture reflects a person's professionalism;
- this concept is directly related to professionally important qualities of a person;
- professional culture as a socio-professional phenomenon of a future specialist should be formed during his/her studies at a higher education institution.

The professional culture of a future specialist in the economic field is formed in an economic higher education institution in the process of studying the educational components of the general and professional training cycle, namely in classes on "Ukrainian language (for professional purposes)", "Foreign language (for professional purposes)", "Professional foreign language", "Marketing", "Management", "Microeconomic analysis", "Finance", in the process of undergoing industrial and pre-graduate practice.

4.2 "SPEECH CULTURE" AND "SPEECH ETIQUETTE" AS A MANIFESTATION OF THE PROFESSIONAL CULTURE OF A FUTURE SPECIALIST IN THE ECONOMIC FIELD

In the process of teaching the academic discipline "Professional foreign language", attention should be paid to such concepts as "speech culture" and "speech etiquette".

For professions where an employee communicates with people due to his/her official duties, possession of the skills of speech culture is important. Researchers and scientists from various fields were interested in the issue of speech culture: I. Kardash [7], Yu. Uzdzenova [8], O. Khoma [9], V. Aleksandrova [10], and others, because the professional culture of any specialist cannot be at a high level if he/she does not possess the norms of correct and aesthetic communication.

The main features of speech culture are considered by researchers to be normativity, correctness, accuracy, purity, richness, logic, expressiveness, aesthetics, relevance, imagery. I. Kardash offers the following definition of this term: "Speech culture is a set and system of communicative qualities of speech; generally accepted speech etiquette: typical formulas of greetings, farewells, wishes, invitations, which change depending on the communication situation, social status, educational, age level of those who communicate" [7]. According to I. Kardash, language and culture form a personality and a creator of cultural values. Speech culture is formed, develops and manifests itself in the process of communication in speech activity.

Speech culture is one of the criteria for a specialist's professional skills. Exemplary professional speech is characterized by the following features:

- correctness, i.e. professional speech must comply with the literary norms that apply in the language system;
- content, which involves a deep understanding of the topic and the main idea of the statement; versatile and complete disclosure of the topic, avoiding unnecessary things;
- consistency of presentation, i.e. logicity of thoughts;
- richness, which involves the use of various means of expressing thoughts within the framework of the appropriate style (the use of words in a figurative sense, catchy expressions, comparisons, metaphors; diversification of the grammatical structure of the sentence, the use of separations, homogeneous members, interjections, appeals, stylistic figures, etc.);
- accuracy, which largely depends on the depth of knowledge and erudition of the individual, as well as on the active vocabulary [7].

One of the manifestations of professional culture is the language etiquette of communication.

Etiquette (from French *étiquette* – "label") is the rules of behavior and communication of people in society, the external manifestation of relations between people. Language service etiquette is the rules of speech behavior in terms of official communication. A person is most clearly manifested in his/her activities with others during the performance of professional duties. The result of professional activity often depends on the culture of behavior, speaking, listening and language. Therefore, professional speech culture is considered as the compliance of behavior, speaking, listening to language in professional activity with generally accepted principles, primarily moral [11].

Currently, the concept of speech etiquette is interpreted as the cultural norms of communication and behavior, accepted in society. Language etiquette is a synonym for the culture of communication. As for the economic sphere, it is a set of norms of business communication. Business communication must meet a number of requirements. Among them is the orientation towards a constructive result, the desire to resolve the conflict, the controversial situation and, as a result, to reach an agreement, a deal. An alternative to the constructive style is a destructive style, which reduces communication to contest, conflict, interpersonal

confrontation. In business communication, the attitude towards the problem being discussed does not depend on the attitude towards the discussion partner. This involves isolating the problem in its "pure form"; assessing the controversial issue based on objective criteria; independent examination of the situation, formulating a conclusion, based on fundamental equality, tolerance, and the admissibility of the other party's right to their own opinion.

Speech etiquette in business communication involves a loyal, respectful attitude towards the interlocutor, the use of general cultural norms of communication, judgments, and forms of expression.

In speech etiquette there is a certain technology of conducting a conversation, negotiations. And it is connected with business manners of greeting, addressing, acquaintance, farewell. Cultural norms of speech etiquette provide for the orderliness of gratitude, wishes, apologies, requests, invitations, compliments. The content of a business conversation, in addition to discussing specific practical issues, involves the ability to express comfort, sympathy, approval and even disagreement in the correct form [12].

Word and speech are the indicators of the general culture of a person, his/her intelligence, speech culture. Speech culture is polished and improved in the process of communication, in particular during the performance of professional duties. It is manifested in the possession of professional language, the ability to express oneself correctly, accurately, logically, skillfully use communicatively justified speech means depending on the purpose and situation of communication. Speech culture establishes the norms of literary language and promotes them, ensures the stability and balance of speech. Correctness of speech is a basic requirement of speech culture, its foundation. It is important for all specialists to master the norms of the language of documents and oral business communication, because a person with a low level of culture, who cannot express his/her thoughts, who makes mistakes during communication, is doomed to communicative failures [13].

Speech culture represents three main aspects: normative (compliance with language norms), communicative (the ability to achieve a set goal, using all language capabilities) and ethical (the ability to use etiquette forms and means to achieve mutual understanding and harmonization of dialogue).

The normative aspect of speech culture, language literacy, is the most important basic requirement of speech communication. Non-compliance with language norms, illiterate turns, lexical, grammatical and other errors create peculiar obstacles to the perception of speech. Such speech (especially oral) is not only poorly absorbed, but also makes a negative impression on the interlocutor and does not characterize its author from the best side.

Language has a significant reserve of speech means that must be used, taking into account the situation, the sphere of communication, the status characteristics of the interlocutor. All these means must be mobilized to achieve a communicative goal. The communicative aspect of speech culture involves language skills, the ability to subordinate the language composition to a certain idea, the ability to use the entire set of expressive and figurative language means. All these qualities allow you to successfully use speech tactics and strategies during business negotiations, discussions, disputes, when preparing reports, presentations, etc. The ethical aspect of speech culture is characterized by the skillful use of typical formulas of greetings, wishes, invitations, farewells. The tone of conversation, the ability to listen to another, and to support the topic in a timely and appropriate manner are also of great importance. The effectiveness of speech

communication largely depends on compliance with the rules of speech etiquette. The use of language ethical templates generates trust and respect from the interlocutor. Knowledge of the rules of speech etiquette, their observance allows a person to feel confident and at ease in any situation [14].

Thus, a high speech culture of a specialist is determined by perfect mastery of the literary language, its norms in the process of speech activity. Of great importance for improving speech culture is systematic and purposeful practice in speech – communication in the language with employees, colleagues, acquaintances, friends, since skills and abilities are developed only in the process of speech activity. Speech culture is an integral part of the general culture of the individual. Possession of speech culture is an important condition for professional success and professional growth [13].

4.3 SPECIFICS OF TEACHING “PROFESSIONAL FOREIGN LANGUAGE” TO FOREIGN APPLICANTS

The rapid development of technologies, the emergence of new branches of knowledge and sciences necessitate the creation of special vocabulary and terminological systems, which become the basis for the formation of new professional languages. Professional language is a special language that serves a specific sphere or branch of knowledge, and differs from the generally used one primarily by the presence of its own terminological system. Professional language is built on the basis of the generally used one and is in constant interaction with it. Professional language is characterized by the presence of professional vocabulary and foreign words (professional vocabulary), which are little used outside the professional sphere it serves, or are used with a different or special meaning. In the system of professional languages, one can distinguish medical language, legal, economic, advertising language, sports, high technologies, politics, etc. [15].

The discipline “Professional foreign language” (economic direction) is designed for foreign applicants who study Ukrainian as a foreign language in a higher education institution. Studying the discipline contributes to the mastery of professional terminological vocabulary and grammatical structures characteristic of professional texts. The purpose of teaching the academic discipline is to form the necessary communicative competence in the areas of professional and situational communication in oral and written forms; to form practical language skills in various types of speech activity within the scope of the subject, which is determined by professional needs; to increase the general educational level of applicants. The main objectives of the discipline are: to form professional communicative competences; to effectively use language in communication; to use language skills necessary for understanding topics, conducting discussions and expressing one’s opinion; to be able to apply the acquired knowledge and skills in the workplace and in real life [16].

The process of adaptation of foreign students to studying at a higher education institution is complicated by several factors: establishing social contacts, overcoming the language barrier, self-realization in a new society and integration into it, getting rid of stereotypical perceptions by representatives of another culture, developing a tolerant attitude towards participants in intercultural communication and interaction, overcoming culture shock, and adapting to the values of a new society [17].

One of the competences that a foreign higher education student must master in the process of studying the discipline "Professional foreign language" is the ability to conduct a professional discussion in Ukrainian. The Ukrainian dictionary gives the following definition of the word discussion: "a broad public debate of any controversial issue; a conversation, a dispute between individuals, interlocutors" [18]. Scientist V. Mozgovy believes that "A discussion is a debate of any controversial issue. Discussions are mainly held among scientists, but nowadays their relevance is also growing among the general public. In a scientific discussion, it is very important to formulate your thoughts in unambiguous and precise words, be sure to explain terms and ensure that the discussion does not deviate from the main issue. The speaker must provide such information that is necessary for the correct understanding and evaluation of the proposed method of solving the problem, and select such arguments that would testify in favor of this particular method" [19].

According to S. Shevchuk, "Discussion (from Latin *discussio* – "study, consideration") is a dialogical method of creative activity of a group of people, built on a public, open, friendly debate of a topical but controversial issue and aimed at a certain positive result. Discussion is not an internal, but an external, open dialogue. The subject of discussion cannot be a secondary, random issue for a specific audience, it must be problematic, important in this situation and at the same time cause ambiguous thoughts and proposals.

A real discussion is not a contest, not a clarification of relations, it involves an objective and friendly debate of the issue with obligatory respect for both its supporters and opponents, relying on a personal-dialogical style of communication. Therefore, according to results of a discussion, there can be no winners and losers. Discussion as a method of solving a problem is usually constructive, that is, it is aimed at a certain positive result, at progress in resolving a controversial issue" [20].

Professional discussion involves debating issues related to the professional competence and responsibilities of a specialist in an economic field, theoretical aspects of the market economy, the essence of entrepreneurial activity, general problems of the national economy, market mechanisms of macroeconomic regulation and foreign economic activity. Professional discussion can also be held with the aim of exchanging experience, debating new challenges, finding ways and means of solving them, developing proposals and prospects for the further development of the issue under discussion.

Professional discussion is one of the types of interactive teaching methods, actively used in the educational process of higher education institutions, but at the same time it is a way of resolving a controversial issue in scientific and social circles, enterprises of various industries, and cultural events. Therefore, it is advisable to form the skills of conducting a professional discussion in higher education applicants while studying at higher education institutions, since this will help them to realize themselves professionally in their chosen specialty in the future.

The "skills" of conducting a professional discussion in the context of an academic discipline can be characterized not only as the ability to acquire new knowledge, store and recall new information, and perfect the same action, but also the ability to take responsibility, make decisions quickly and effectively, and be an active part of a team.

The main conditions for using a discussion in "Professional foreign language" classes are to find such questions in the chosen topic for debate, on which the students consciously hold different points of view.

These questions should relate to interests that concern many and encourage them to express themselves on the topic under consideration.

The organization of a discussion involves three stages: preparatory, main and final. At the preparatory stage, the topic of the discussion is formulated, the main issues that will be put forward for collective debate are outlined, the time and place of the discussion are determined. As a rule, the effectiveness of a discussion is determined by the choice of the topic for it, therefore it is better if the topic represents a topical problem. At the main stage, the problems that were put on the agenda are discussed, the positions of the participants are revealed, the desire to think and actively defend their position is aroused. At the final stage, the results are summed up (assigned to the head or one of the specialists – a participant in the discussion).

Topics for conducting a professional discussion in classes on “Professional foreign language” of the economic profile provide not only for testing the knowledge of foreign higher education applicants in specialized subjects, but also the ability to express their opinion in Ukrainian, using professional terminological vocabulary and grammatical constructions of the professional topic. Professional discussion is one of the forms of developing the communicative competence of foreign higher education applicants, a high level of mastery of which makes it possible to effectively demonstrate one’s professional abilities when performing official duties at the workplace in a work team.

In our opinion, topics for conducting a professional discussion can be as follows:

- goods and services;
- national economy;
- production;
- needs;
- resources;
- consumer psychology of the population.

Participants in the discussion should prepare in advance for debating the chosen topic and show willingness to state their position. Each participant in the discussion should listen carefully and hear what they are talking about. It is desirable for all participants in the discussion to behave in accordance with generally accepted ethical norms, one should not turn the discussion into a contest, one should not interrupt those who are speaking, or make remarks about the personal qualities of the participants [19].

V. Mozgoviy suggests a number of rules that must be followed when participating in discussions:

- give in to the opponent what you can give in to, focusing on where your views do not coincide (“Yes, you are right in this, and I was wrong. But I hope that we can consider another issue where our views do not coincide.”);
- try to “bridge” between your views and the views of the opponent;
- do not let your opponent understand that you intend to convince him/her and are sure that you will achieve this;
- try to “bypass those issues” where you cannot prove anything. “Interfering” in their discussion is an additional strong “trump card” in the hands of your opponent;
- for the sake of the matter, learn to listen to criticism, do not give in to your emotions and ambitions, give your opponent credit when he/she is right, know how to lose with dignity – then it will not be perceived

as a loss, and win calmly, without triumph – then your opponent will more likely become, if not your supporter, then certainly not your enemy;

– both winning and losing, avoid the excessive use of the pronoun "I", because it degrades the dignity of the interlocutor [19].

One of the effective methods of conducting a discussion is "Brainstorming", which generates a large number of new ideas and solutions to complex, creative tasks that are inaccessible to the mind and efforts of one person. Team members should work as "one brain". In a short period of time, participants review and select the best, most correct or most effective idea, which is presented as a solution to the task. Everyone focuses their attention on finding new approaches, rather than criticizing the opinions, expressed by others, and therefore all participants can calmly express their thoughts. The "Brainstorming" process involves two stages: in the first, as many ideas or solutions to the problem as possible are presented, in the second, ideas are analyzed and the best and most suitable ones are selected for better processing. Participation in communication using this method unites the team, significantly increases their intellectual potential [20].

The use of this method in classes on "Professional foreign language" allows you to develop the skills of forming ideas, learn to express and argue your own positions in Ukrainian, and evaluate the ideas of other participants. This technique demonstrates that different options can be used to solve the same task, and the best ideas often come unexpectedly and are finalized through joint efforts [21].

4.4 PRACTICAL IMPLEMENTATION OF THEORETICAL ASPECTS OF THE FORMATION OF PROFESSIONAL CULTURE OF FOREIGN APPLICANTS IN CLASSES ON "PROFESSIONAL FOREIGN LANGUAGE" (ECONOMIC DIRECTION)

A high speech culture as one of the components of the professional culture of foreign applicants is formed in classes on the academic discipline "Professional foreign language". After all, a high speech culture is a culture of thinking, a culture of spiritual and social relations of a person. A highly qualified specialist must have the skills of optimal speech behavior in a certain situation and use these skills to the maximum in professional work.

The ability to communicate in the language of the profession allows foreign applicants of the economic profile to feel comfortable in a team in the future when establishing business contacts, significantly increases the professional competence of the specified category of students. It is linguistic training in higher education institutions that has the task of forming the language, speech, communicative and professionally oriented competence of students of economic specialties. The formation of a scientific worldview, cognitive and social activity of foreign students, the disclosure of their creative potential are inextricably linked with mastering the language of the specialty, which, first of all, aims to master basic terminology and work with scientific texts. The main task of language training of foreign students in higher education institutions is to form in them the ability and readiness for business communication, a wide range of competences of both receptive and reproductive nature, and skills of professionally oriented oral and written speech [22].

The professional communicative competence of students involves a systemic multi-component process of communicatively oriented learning, based on a model of speech behavior of a native speaker. It is language that is a means of adaptation in an environment alien to a foreign-speaking communicator and a tool for the formation of a secondary linguistic personality with an appropriate level of speech competence and readiness for educational activity in higher education [23].

The development of professional communicative competence depends on sociocultural and socio-linguistic knowledge, skills and abilities that ensure the entry of an individual into another society and contribute to his/her socialization in a new society.

Professional communicative competence is the skills and abilities that ensure qualified professional activity in the private, public, professional and educational spheres of communication in a multinational society with representatives of other cultures. This competence is developed primarily through the formation of skills and abilities in the main types of speech activity, which includes reception, production, interaction, mediation and is implemented in both written and oral forms. They are formed, developed and improved within the framework of both everyday and professionally oriented situations.

This competence includes, first of all, professional skills and knowledge, experience, understanding of specifically professional questioning and interdisciplinary relationships, as well as the ability to purposefully and technically flawlessly solve professional tasks and problems. Professional competence in professional foreign language classes is formed through the development of skills and abilities: to possess basic skills at a general professional level (conversation, argumentation, visualization, presentation, etc.); to reveal and reproduce professional material using communicative techniques with specific professional content (definition, description, etc.).

The implementation of the set goal is facilitated by the use of texts on special topics, working with industry terminology, and preparing messages related to the chosen profession.

The main communicative skills are:

- the ability to understand the content of authentic texts by listening; the ability to carry out oral communication (in monologue and dialogic forms) in the process of business contacts, business meetings, and conferences;
- the ability to understand authentic texts of different genres and types with different levels of understanding of the content, considering them as a source of various information and as a means of mastering it;
- the ability to conduct business and professional correspondence with a high degree of grammatical correctness.

When studying a professional foreign language, students must understand messages and instructions in an academic and professional environment; understand the speaker's intentions and the communicative consequences of his or her statement; clearly argue their positions on topical subjects in academic and professional life, possess language etiquette of communication: language models of address, politeness, apology, agreement, etc.; translate and summarize information, obtained from various sources in Ukrainian; create and prepare business and professional correspondence with a high level of grammatical correctness; conduct a discussion on the proposed topic, provided for by the program [24].

For better assimilation of educational material in classes on "Professional foreign language", both classical methods and forms of learning can be used, as well as interactive technologies that activate foreign students, help them learn to communicate with other people better, think critically, and make thoughtful decisions. It is advisable to offer such forms of educational activities as business games, project defenses, creative relay races, philological tournaments, training games, intellectual rings, competitions, virtual trips, etc.

An example would be game and speech exercises, game trainings, speech and creative tasks, which are advisable to use in classes on "Professional Foreign Language" to form the professional culture of future economists [27].

Game exercises.

Exercise 1. "Blitz tournament".

Answer the questions:

1. In what situations and with what should you replace neutral lines of a telephone conversation: "Yes", "Hello", "I'm listening"? (In business speech, you should name your organization, department, last name).

2. Is it correct to clarify who is calling? How to do this? (Yes, if the subscriber has forgotten to introduce him/herself, you should politely ask his/her name).

3. Why should you not allow long silences during a telephone conversation? (Short phrases: "Yes", "I understood you", "Okay" are necessary, so that the interlocutor does not have the feeling that you have been disconnected).

4. Who should end a telephone conversation first? (According to etiquette, a young person should not end the conversation before someone older in age or in official position).

5. What phrases should you say at the end of the conversation? (Thank you for the conversation, assure that you are glad to call, to meet in person, wish all the best).

6. What should you say if you are very busy, and the conversation is dragging on? (Apologize, postpone the discussion until the next time).

Exercise 2. "Vocabulary Steps".

Students are invited to play a well-known word game (the final sound of the previous word becomes the beginning of the next on the topic "Official Business Style").

For example: document – term – material – liability [25].

Speech exercises.

Task 1. *A sign of cultural communication is the correct pronunciation of words that are often used during a conversation, establishing business contacts. Using an orthoepic dictionary, put the emphasis in the given words. Make sentences with the highlighted words.*

Question, *sign*, object, indicator, *useful*, requirements, *compromise*, benefit, adjustment, most important, *interlocutor*, partner, perception, *task*, variety, recognition, exchange, new, tax, friend, always, reward, generally accepted, unmistakable.

Task 2. *Continue your thought, anticipating a specific business situation:*

1. Excuse me. I'm not entirely sure...

2. I would like to hear...

3. It seems to me that...

4. You have convinced me...
5. I hope to hear from you...
6. I would like to ask you...
7. I don't like what you...
8. I hope...
9. I advise you...

Task 3. *Fill in the table, distributing etiquette language formulas by content:*

Good morning! I have the honor to introduce you. I greet you. I wish you success! I am glad to welcome you. Goodbye! Accept my apologies! Agreed. Allow me to apologize! I have a request for you. You are right. Allow me to ask you. Thank you. Wish you success! Good luck! I want to introduce you. Why don't you try it. We are sure of it. Accept my thanks. Let me say goodbye! Maybe you can help me? We are not satisfied with this. Thank you. You are wrong. I am sorry, but I must refuse. Let me express my opinion on. See you later! Or should I not? I apologize! Let me introduce.

Typology of language etiquette units	Etiquette unit
Greeting	
Farewell	
Apology	
Request	
Gratitude	
Wishes	
Introduction	
Agreement	
Refusal	
Suggestion	

Task 4. *Prepare a dialogue-conversation using the following questions:*

1. How did you manage to correct the situation?
2. What is your opinion about this project, event?
3. Do all the points of the agreement satisfy you?
4. What do you see as a way out of the current situation?
5. Can we really not get along?
6. Why do you consider these measures insufficient?
7. Can I count on your support?

Task 5. *Create a role-playing situation. When discussing the story, pay attention to observing language and etiquette rules, gestures, and intonation:*

1. You are the head of a banking institution. There is a vacant position in the bank branch. What will the conversation with applicants for this position be about?

2. You are the head of a bank branch. One of the employees came to you. Accept him/her, find out what worries him/her, help him/her solve the problem.

3. You are an employee of the bank administration. You are asking the head of the institution to help in holding a meeting.

Task 6. Write a letter, using etiquette language formulas, in which you apologize for not coming to a business meeting, which was arranged not in person, but through your secretary.

Explain that the mistake occurred due to a misunderstanding and express hope for a repeat meeting after some time.

Task 7. Continue the text of the letter from the beginning:

1. We are pleased to invite you to a meeting...
2. The meeting will take place...
3. We would like to inform you that the order for participation...
4. We remind you that the deadline for submission...
5. At your request, we inform you that...
6. We ask you to send...

Task 8. Replace the following phrases with more correct ones:

1. We ask you to pay the bills immediately.
2. Dear colleagues, how long can we expect a response to the letter?
3. We do not accept your proposal!
4. We do not agree to further cooperation.
5. Remember, if you do not liquidate the debt, we will terminate the contract.
6. Study our proposals and respond.

Task 9. Write down in your notebook the main stages of preparation for a business conversation:

- a) from the position of the leader;
- b) from the position of a subordinate.

Task 10. Read the statements carefully, choose those that do not violate the etiquette of professional communication. Make up dialogues with them on a professional topic:

- In response to your request dated 05/25/2024, we inform you...
- We remind you that it is necessary to urgently submit documents...
- Inform about your decision by 08/06/2024...
- Come to me, explain your behavior...
- I demand to urgently submit a report...
- Would it be convenient for you to meet at 12 o'clock?
- I propose to sign an agreement...
- I don't even want to hear your explanations...
- I would like to hear your opinion on this issue...
- Have you not yet submitted the necessary documents?

Task 11. Choose from the following features those that meet the requirements for oral business communication. Justify your choice:

- motivated repetitions;
- complex sentences with several subordinate clauses;
- indirect exchange of thoughts;
- expressiveness of diction;
- specificity;
- use of polysemantic words;
- use of intonation possibilities;
- relevance;
- correspondence between content and language means;
- permissible use of generally accepted abbreviations [26].

Game training “Letter to the Client”.

Time: 15–20 minutes.

General conditions. Suppose your subordinates have prepared three versions of letters to a potential client, which is a legal entity. According to the main features, this client’s enterprise belongs to medium-sized businesses. Which of the three versions of the letter to this client proposed below would you sign?

During the group discussion, talk about the strengths and weaknesses of each version. As a result, it is important to develop your own version, which is the most optimal for you.

Option 1.

Esteemed Mr Serhii!

Our bank has been operating on the market for ... years. We work a lot and fruitfully in a variety of business areas. The social mission of our bank has probably been in your field of attention more than once. Yes, we sponsored ... , provided financial support to such structures as Currently, we work with the flagships of Ukrainian business. Among them

We invite you to cooperate. We are sure that you will appreciate our capabilities. The list of banking products and services, as well as the corresponding tariffs and interest rates are given in the appendix. We are ready to meet with you at any time convenient for you.

Sincerely,

Manager.

Option 2.

Dear Mr Serhii!

We know that over the past year the network of your stores has grown more than twice, while over the previous three years this trend was realized at a much slower rate. Your advertising, according to our analysts, has become more voluminous, powerful and systematic. Among your suppliers, the largest manufacturers have appeared. This and other, more detailed information about your business, obtained by us from open sources, has become the subject of study and evaluation by your bank’s analysts.

Understanding that an enterprise like yours does not experience a shortage of banking service offers, we nevertheless show interest in working with you. If you do not currently need to improve the conditions of

banking services that our bank can provide, we will not waste our and your time on unnecessary persuasion. At the same time, a fairly large number of our potential clients, although not served by our bank, still maintain relationships with us, receiving from us a variety of analytical information related to their business.

Information and its analysis related to your business periodically come to the disposal of our bank. We offer a meeting, at which we can determine the terms of free information support. Such work with potential clients is part of the strategy of our bank.

The list of banking services and products is attached.

I appreciate the cooperation, the manager

Option 3.

Dear Mr Serhii!

We express our respect to you. We are ready to find options for the most profitable way of working with the bank for you. We are convinced that we will be able to offer you not just a cheap banking product or service. This is what many banks do in the fight for a client. True, the consequences of such an approach are probably familiar to you. As a result, another bank initially offered a low tariff, and was later forced to look for ways to somehow compensate for its losses and introduce additional prices already in the course of cooperation with the client.

We work differently. We offer you individual schemes, comprehensive and systematic service, which takes into account your special conditions, your specifics. This creates a real, calculated benefit for you and an economic interest for us.

We invite you to cooperate, especially since such organizations as ... , well-known to you and your business level cooperate with us on individual schemes of work today. These organizations have given their consent for us to inform potential clients about the successful experience of cooperation with them.

In addition, our bank actively promotes the development of its clients' businesses, acting as an intermediary, auditor, financial analyst, consultant in matters of legal support, as well as in other areas of consulting.

I would like to meet at any time convenient for you and us. Our contacts

With confidence in mutually beneficial cooperation, the manager

Game and speech exercises, game trainings, used in classes on "Professional foreign language" contribute to the ability of foreign students to communicate in Ukrainian, both orally and in writing, to apply the acquired knowledge in practical situations that may arise in economic institutions, to communicate with colleagues in the economic sector of different social levels and representatives of other professions, to develop skills of optimal speech behavior in the professional sphere, which in general forms a high level of professional culture of a future specialist in the economic field.

4.5 DISCUSSION OF THE RESULTS OF SECTION 4

Therefore, the results of the analysis allow us to conclude that the formation of professional culture is an important professional component of the training of foreign applicants for economic education.

This process begins in a higher education institution, where all conditions and opportunities are created for the use of educational potential in the interests of the development of the student's personality and his/her professional skills and culture. The main goal of professional education can be considered the training of a highly qualified specialist and a high professional level, capable of being competitive in the labor market, professionally motivated for self-improvement, educated, active, competent.

The academic discipline "Professional foreign language" contributes not only to the formation of general and professional competences of a foreign applicant for economic education, but also to the formation of his/her professional culture. This was confirmed by the research we conducted to verify the effectiveness of training using the didactic materials we developed.

An experimental verification of the effectiveness of the implementation of the proposed interactive technologies was carried out using various methods: interviews with students and teachers, current and control testing to identify the level of assimilation of educational material, online questionnaires, analysis of student learning outcomes. 95 students participated in the study. 2 control and 2 experimental groups were formed. In the control groups, training was conducted using traditional methods. In the experimental groups, interactive technologies, such as the method of professional discussion, business games, philological tournaments, virtual trips, game training, speech and creative tasks, were actively used in the learning process. The groups had the same time limit.

The experimental verification of learning outcomes confirmed the effectiveness of the didactic methods and techniques, proposed by us, and in the experimental groups of students, we observed an increase in the level of professional culture of the future specialist in the economic field through better assimilation of professional terminology and improvement of speech skills, improvement of speech culture, general culture of the student and understanding of the norms of ethical professional behavior.

The results we obtained demonstrated that the use of modern didactic methods and techniques in classes on "Professional foreign language" arouses interest in foreign students, motivates them to further study the academic discipline, forms general and professional culture, and develops communication skills. Further research on this issue involves the use of other interactive teaching methods to improve the educational process in classes on "Professional foreign language".

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TRADITIONAL APPROACHES AND MODERN TECHNOLOGIES IN FORMING THE FOREIGN LANGUAGE SPEECH COMPETENCE OF APPLICANTS FOR VOCAL SPECIALIZATIONS: MULTILINGUAL DIMENSION

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ABSTRACT

The formation of foreign language speech competence of applicants for vocal specializations is an important task of art higher education in Ukraine, especially in the context of rapid globalisation. In particular, the need to master Ukrainian as the language of the educational process, Italian as the basic language for professional activity, and English – with a projection on international interaction is fully justified. Using the example of three languages, the specifics of pedagogical work on the development of speech skills with an emphasis on the communicative component are comprehensively presented. The importance of taking into account the individual, personal, ethnopsychological and professional characteristics of the outlined student audience is emphasized. Among traditional and modern approaches, the most optimal methodological strategies are recognized as: a combination of productive and reproductive types of speech activity within the framework of one lesson; changing the function of the teacher; justified value-semantic and professionally-oriented motivation; cross-cultural interaction; a variety of types of educational and extracurricular activities; multimodality; research and cognitive activity. The use of the latest information technologies, etc.

KEYWORDS

Foreign language, speech competence, vocal and stage skills, ethnopsychological features, cultural context, extracurricular work, research and cognitive activity, information technologies.

5.1 IMPROVING THE ORAL SKILLS OF CHINESE APPLICANTS FOR VOCAL SPECIALIZATIONS: THE MOST APPROPRIATE PEDAGOGICAL STRATEGIES AT THE BASIC AND BOUNDARY LEVELS OF UKRAINIAN LANGUAGE PROFICIENCY

Speech competence as the ability to use language tools to meet the needs of the speaker adequately to a specific situation is recognized as one of the basic characteristics of the individual. The requirements for its level differ significantly, depending on the tasks that the native speaker sets for him/herself. And since Ukrainian higher education institutions have quite rightly been one of the leading European educational and scientific centers for a long time, the Ukrainian language has become a necessary means of learning for a significant number of foreign applicants. According to the standard of the Ukrainian language as a Foreign language, obtaining higher education in Ukraine assumes that foreign speakers have an average (basic) level of proficiency in Ukrainian as a foreign language with a fairly complete acquaintance with the structure of the language, understanding of systemic connections and the ability to thematically broad, sufficiently fast

communication in various communicative situations. Oral speech as a productive type of speech activity is a kind of quintessence of language mastery, the ability to use its main function – to communicate, therefore it requires special teaching attention throughout the entire period of language training.

Oral speech skills, which are a combination of speaking and listening skills, are formed at the initial and basic levels of language acquisition and are aimed at the further development of speech skills [1]. The basis of the speaking skill is the reproductive skills of choosing the morphological and syntactic design of a unit of oral speech (grammatical skills), selecting, combining and implementing a lexical unit in oral speech (lexical skills), articulation and intonation (pronunciation skills). Receptive listening skills are based on the ability to recognize grammatical units and predict syntactic constructions (grammatical skills), to recognize the sound image of lexical units and understand them (lexical skills), to perceive and distinguish sounds, sound associations and intonations (auditory skills). The gradual formation of the outlined skills is undeniable, it seems productive to distinguish three consecutive periods: indicative-preparatory, stereotypical-situational and variational-situational. The mentioned stages of the formation of speech skills are correlated with the study of Ukrainian as a foreign language at the appropriate levels.

At the initial and basic levels of mastering Ukrainian by native speakers of other languages, listening skills are traditionally formed through tasks on auditory perception (phonemic and intonation hearing), exercises on lexical and grammatical skills, while the ability to speak is developed through exercises on consolidating pronunciation (articulation and intonation), lexical and grammatical skills. The expected and actual effectiveness of the chosen pedagogical strategy for the formation of communicative competence at the initial stage of learning Ukrainian as a foreign language may or may not coincide, which is determined by various factors, in particular the ethnopsychological characteristics of the applicants, because the ability to participate in a communicative act is directly related to the cognitive, emotional and psychomotor aspects of the personality.

To determine the features of pedagogical interaction between the teacher and the student, it seems appropriate to outline the features of the national character of the Chinese, in particular: restraint, discipline, purposefulness, closedness, respect for those older in age or position, collectivism, a clear distribution of roles in the group, diligence, patience, endurance, perseverance, adaptability, and others [2]. In different educational situations and stages of language learning, most of these features can be considered either as an advantage or as an obstacle to achieving the communicative goal.

In particular, such features as a tendency to collectivism, close interaction with students in the group, the predominance of introverted orientations over extroverted ones, adaptability during group work, and the performance of paired tasks can contribute to the achievement of the educational goal. The closedness and self-demandingness of Chinese students should be taken into account when checking and correcting completed tasks. Using his/her pedagogical authority correctly, the teacher should carefully lead students to self-correction or tactfully point out their linguistic mistakes, avoiding the principle of personalization, as if summing up the general achievements and shortcomings of the group until the pronunciation is correct. Shifting responsibility for the mistake to the entire team will allow you to avoid directness in relationships that is unacceptable to the Chinese and will help the foreign speaker who made a large number of mistakes during speaking not to "lose face". Therefore, the process of establishing contacts with speakers of the

analytical language should be formalized, similar to how Chinese words are connected to each other through the formal structure of the sentence and service words [3]. It is worth noting that collective activity is a familiar format of work for Chinese applicants and reduces the psychological burden on an individual communicator. At the same time, these features can directly or indirectly slow down the formation of speaking skills, which involves an active communicative position during a conversation or discussion. In such a situation, the task of the teacher as a coordinator of educational activities is to help low-initiative speakers from China expand the zone of comfortable interaction. According to the "elastic band theory", a gradual increase in the requirements for an introverted student, which is proportional to the increase in his/her capabilities (reduction in the number of students in the group, the advantage of pre-prepared speeches over improvised ones) will contribute to the development of communicative skills in a familiar and comfortable environment for foreign students during the study of the Ukrainian language.

One of the important reasons for the reluctance of Chinese to speak in Ukrainian classes is their previous experience of a rational-logical style of work when learning a foreign language [4]. This is due to the Chinese system of secondary education, in which the main task of the student is to memorize a large amount of material and reproduce it, but it does not provide for its analysis or expression of one's own attitude to it. A large number of students in the classroom, daily control tests, in which the student uses mostly logic, do not provide opportunities for the development of individual creative characteristics [2]. Therefore, agreeing with the opinion of N. Morgunova [5], we believe that to overcome the psychological barrier to communication at the initial stage, the teacher can use the method of memorizing language clichés, combining it with reliance on visual perception of the material. In this way, minimizing the stress from a new, unusual for Chinese educational activity, the teacher helps the students gradually build self-confidence, stimulating them to further communicative activity. It is no less important to take care of the possibility of restoring the energy, spent by students with low communicative ability, after exercises to develop oral skills. Here, tasks for practicing other types of speech activity will come in handy.

To develop oral skills, in particular mastering the phonetic features of the Ukrainian language, it is traditionally important to take into account at the initial level that Ukrainian and Chinese are typologically different [5]. The phonetic system of Putonghua (Chinese literary language) is specific, where four variations of syllable intonation are distinguished, which are called tones (high even, rising, falling-rising and sharply falling). They are almost not subject to sound modifications and coincide with morphemes, which is not typical for Slavic languages [5]. Being similar to words, they have stress and specific graphic images and, depending on the tone, can change their meaning. So, in normative Putonghua, there are about 300 syllables, while in Ukrainian, there is an unlimited number of variations of sound combinations. Due to the absence of the sounds [b], [v], [g], [d] in the Chinese language, there is no distinction between consonants in terms of voicelessness/voicedness, so the Chinese do not hear the difference between the sounds [b] – [p], [g] – [k], [d] – [t]. Also, consonant phonemes are not differentiated by hardness/softness, which leads to the fact that the Chinese make mistakes when pronouncing hard and soft consonants. There are no trembling [r] – [r'] in Putonghua. The outlined differences require systematic work on receptive auditory and reproductive pronunciation skills, an example of which is the gradual practice of the articulation of the sound [r]. The primary task of a language teacher in the Chinese circle of applicants is to prevent

language interference. First of all, it is important to choose the most effective way to develop the ability of listeners to distinguish Ukrainian phonemes, because auditory perception is an important prerequisite for the formation of correct sound pronunciation. The next stage should be the improvement of breathing skills and articulatory motor skills (fricative [p] with a wide raised tongue with subsequent vibration), necessary for the correct reproduction of the final trembling [p] in isolation and in coherent speech. The use of an analytical-imitative approach, which involves combining imitation (implicit learning) with analysis (explicit learning), description of articulation and explanation of pronunciation features, appears to be productive both at the initial level of mastering Ukrainian as a foreign language, and at the subsequent – basic and boundary – to eliminate errors [1].

Orthoepic work with Chinese students who are pursuing higher education in vocal specialization is important not only for developing oral Ukrainian-language communication skills and forming speech competence, but also a necessary condition for professional training. The inclusion of Ukrainian folk songs and works by Ukrainian composers in the repertoire of an opera or pop singer is provided for by the concept of artistic musical education and arouses keen interest among foreign applicants. The performance of Ukrainian-language compositions involves taking into account the peculiarities of singing orthoepic, which is interpreted as a set of pronunciation rules during vocal performance. A vocal work, written in the phonetic system of a particular language, naturally includes the following elements: phonemic composition, intonation design and general principles of its functioning. That is why the formation of phonetic skills occurs in parallel with the development of phonetic hearing (as the ability to correctly perceive sounds and their non-distinctive qualities), phonemic hearing (as the ability to correctly perceive the distinctive qualities of phonemes, i.e. to automatically and subconsciously identify and differentiate phonemes in speech on the basis of auditory-pronunciation patterns-invariants in long-term memory), intonational hearing (as the ability to distinguish communicative types of utterances on the basis of distinguishing intonation patterns) and intonation (as the ability to correctly perceive the intonational structure of a phrase, identify and differentiate the melodic, rhythmic, accentual and temporal contours of a phrase by correlating them with auditory-pronunciation patterns-invariants) [1]. Improving phonetic skills involves close interaction between teachers of the Ukrainian language and vocal disciplines. During their mastery, applicants perform tasks on the content and phonation analysis of the text of the singing repertoire, multiple listening to sample audio recordings with subsequent mental reproduction, the use of special speech and phonation training, singing and vocalizations to master the skills of vocal intonation of the studied vowels and syllables [6].

The diligence, purposefulness, hard work and patience of the Chinese in achieving the educational goal and their awareness of the high level of professional competition in China should be taken into account when choosing a pedagogical strategy when teaching a language at the boundary level. In addition, according to the "theory of free qualities", we receive some personality traits either at birth or during cultural development, but at the same time, if necessary, we can act contrary to the true "Me" for the sake of "leading personal projects" [3]. Therefore, in a situation where the end justifies the means and efforts, introverts are able to act like extroverts, so an important task of the teacher when working with Chinese students is to properly motivate them and maintain a high level of educational competition during the lesson, in particular by involving students with a higher level of Ukrainian language proficiency, representatives of other nations, etc.

Role-playing will also help to increase motivation for developing oral communication skills, as it allows all group members to be involved in the interaction, fills the lesson with creative and emotional content, and also contributes to the development of professional, intellectual and behavioral skills in a short period of time [3]. Students can acquire so-called new, foreign identities (name, place of residence in the country whose language is being studied, a new profession, etc.) and work on solving the assigned task. Focusing on performing a certain role will contribute to the spontaneity of communication. The fact that during the correction work the teacher will push away from the assigned roles can mitigate the negative reaction of the applicant, who will perceive criticism more calmly, and therefore will not lose motivation for further foreign language communication.

To improve speaking skills at the boundary level, in particular, the development of dialogic and monologue speech skills, it seems productive to select exercises for mastering replication, dialogic unity, different types of dialogues and monologues, and combining sentences into a supraphrasal unity. Since at the specified level of language mastery, the applicant must independently produce coherent statements on the proposed topic in accordance with the communicative situation (initiate and conduct a dialogue, express his/her own attitude to facts or events, build monologue statements of a reproductive type based on a listened or read text of different communicative orientation), the systematic nature of practical work during classes should be more closely linked to the extracurricular Ukrainian-language work of foreign applicants. For example, they should be more actively involved in discussing educational and professionally-oriented issues, encouraged to participate in meetings of the conversation club and round tables.

During distance learning of foreign students, which is due to security issues of staying in Ukraine, the intensity of communication of foreign speakers in Ukrainian outside the educational process decreases, which significantly slows down the learning of the language [7]. Regular meetings of the conversation club, on the one hand, can partially compensate for the lack of extracurricular communication in Ukrainian, and on the other hand, provide students with the opportunity to communicate in optimal conditions for them. However, the comfort of such participation is not always obvious to an applicant who does not have such experience, therefore information about the time and duration of the meeting, the conditions of interaction, the topic of the events should be available in advance and such information should be provided on an ongoing basis. It is important that the student is informed that participation in the conversation club is voluntary and does not involve assessment. At the same time, the possibility of receiving additional points in the Ukrainian language, if this does not contradict the assessment system of the educational institution, can become an additional incentive for student activity. It should also be noted that you can join the meetings on any topic, and participation can be both permanent and periodic. It is important that applicants have a choice of roles: listener, discussion participant, speaker, and even moderator of the event. For Chinese foreign speakers who do not often show communicative initiative, the option of discussing the topic with the participation of a teacher-observer and moderating the meeting by a foreign student is more comfortable. The topics of the meetings are quite diverse. At the basic level of mastering the Ukrainian language, the object of discussion can be a season, a traditional holiday, a healthy lifestyle, the role of sports, the history of one photo. The topic can relate to the culture and traditions of China, which will potentially arouse lively interest and motivate the Chinese to join the club. At the boundary level, communication should be linked to

Ukrainian musical culture (famous musicians, contemporary artists, musical projects, styles in music, etc.). It is equally important that within the proposed (or chosen by the applicants themselves) topic, there is an opportunity to present one's own view of the object, using a self-selected form of information presentation. The format of a conversation club provides an opportunity to demonstrate and develop both monological skills (to express oneself coherently based on a combination of sources used or the application of previous experience, to communicate one's own opinion and attitude to the subject of speech), and dialogical skills (to start a conversation, react to the interlocutor's remarks, maintain a conversation, formulate one's own point of view, argue for it, predict the probability of events and consequences, conduct a discussion, etc.). Such meetings are attended by students of different educational levels, with different levels of language proficiency (future PhDs often have experience in teaching in their specialty and do not object to the role of moderator), this helps in the implementation of the educational goal, which provides, on the one hand, the opportunity to learn from a more experienced and confident speaker, and on the other hand, to test one's level of language proficiency, to overcome doubts about Ukrainian-language communication. The informal nature of such communication contributes to its expressiveness, that is, emotional coloring, taking into account the natural restraint and reclusiveness of the Chinese, such an opportunity to express emotional reactions is desirable and communicatively natural. Participation in a conversation club meeting, even as a listener, helps to increase the level of motivation for further mastering the Ukrainian language.

Discipline, diligence, hard work and systematic thinking of Chinese students contribute to the independent improvement of oral communication skills in Ukrainian. During independent work, it will be advisable to perform training exercises to imitate a native speaker, to model dialogical speech with an imaginary interlocutor, to carefully practice the pronunciation of sounds using audio recordings, etc. Modern educational resources available through information technologies also serve to maintain interest in independent work on studying the Ukrainian language. They provide an opportunity for a foreign speaker (independently and/or taking into account the teacher's recommendations) to determine a convenient format for learning the material, adjust the intensity of mastering a certain topic/development of a language skill, check existing knowledge, choose tasks in accordance with the acquired level of language proficiency and taking into account their own preferences, goals and approach to obtaining education. Such resources include: educational platforms ("E-Mova", Duolingo, Speak Ukrainian), educational projects ("Language – DNA of Nation", "United", "Step to Ukraine", "Teach in Ukrainian"), online courses with educational materials, practical tasks, tests, discussions ("MovTy", "Ukrainian in 27 lessons", "Ukrainian language" (educational project Education Era), video lessons "Life hack in Ukrainian" (project of the TV channel "Suspilne. News"), video lessons Studia Tutoria, "Olexandr Avramenko's Express Lessons" (project of the TV channel "1+1"), mobile applications ("Let's Learn and Play", "Just Learn Ukrainian", "Learn Ukrainian Language"), AI technologies (one of the newest features of ChatGPT is the ability to make voice requests and answers in Ukrainian).

Creating a virtual language learning environment is one of the most relevant and promising pedagogical strategies in the methodology of teaching foreign languages, in particular Ukrainian. It allows you to effectively combine traditional approaches with innovative technologies, which significantly increases the effectiveness of language acquisition and creates conditions for constant speech practice. Among the main advantages are: interactivity, accessibility, individualization, motivation, communication, multimedia

and cross-cultural interaction. Individualization consists of a wide adaptive and variable component. Accessibility is about the absence of borders and conditions for obtaining access, which is achieved thanks to information technologies. The organization of a powerful support service in the form of chat bots or online assistants will provide students with real-time assistance, and personalized messages, motivational quotes, recommendations and consultations will help maintain interest throughout the entire period of study. Cross-cultural communication is a broad interpersonal interaction in a special cultural and social context, when one participant reveals the difference of another, which enables a deeper understanding of another language and its adequate use, in accordance with situational tasks. And, of course, the direct function of the language environment as a communicative platform for the practical use of language in real-time conditions. We are convinced that technologies and adaptive methods, such as a virtual language learning environment, will be able to make the educational process not only effective, but also exciting.

Thus, improving the oral skills of foreign applicants for vocal specializations has its own specifics and involves taking into account their ethnopsychological characteristics. Given the traditionalism, formalism, and rational-logical perception of the linguistic picture of the world by the Chinese, as well as their diligence, discipline, and ability to process large amounts of information, we believe that the main features of the process of forming Ukrainian-language competence in foreign students are a communicative approach based on productive and reproductive types of speech activity, successfully combined within the lesson; a change in the teacher's function; justified motivation; the "elastic band" strategy; involvement in situational communication during classes and outside the classroom; a variety of types of educational activities (group and pair work, role-playing games, project and problem tasks with the possibility of prepared statements).

5.2 FEATURES OF THE FORMATION OF SPEECH COMPETENCE IN THE ITALIAN LANGUAGE OF APPLICANTS FOR THE "ACADEMIC SINGING" SPECIALIZATION

The formation of speech competence of applicants for vocal specializations is an important component of their professional training. A special role in this process is played by the mastery of the Italian language, which is basic for academic singing, because Italy is considered the cradle of musical opera and most of the masterpieces of the world repertoire, performed by singers, are written in Italian. Considering the study of the Italian language by students of such specialties, it is worth noting that it involves focusing on other speech competences than in the process of mastering this language by students of other specialties. The leading goal is not so much the mastery of general language knowledge as the formation of microlinguistic competence, which encompasses specific speech and language skills necessary for the professional performance of vocal works. For singers, Italian is not only a means of communication, it is an important tool for achieving professional mastery. Knowledge of the language allows for a deeper understanding of the content of the texts, contributes to the expansion of understanding of historical and musical contexts, immerses in the style of performance characteristic of the Italian vocal tradition, and, therefore, transmits to the listeners the idea of a musical work, conveys the composer's intention, preserves the authenticity of the artistic interpretation of the text, emotions and feelings of the interpreted character.

The Italian language in the context of opera has unique phonetic, semantic and syntactic features. It differs significantly from modern literary Italian, as it is characterized by a significant influence of poetic language and is part of the concept of a hypercode or hyperlanguage, full of formulas and stylistic techniques. The libretto of Italian opera acquires certain characteristic linguistic features, such as archaism, solemnity and anti-realism [8]. Libretto texts are distinguished by a significant presence of specific words, including archaisms, dialectisms, abbreviations, are characterized by a significant number of inversions and various grammatical forms inherent in the language of the 17th-19th centuries, and are therefore practically absent in modern speech, which significantly complicates the understanding of the text of operas and provides for specific training for applicants for such specialties. It is advisable to emphasize the crucial importance of phonetics in opera art, because it is phonetic abilities that determine the quality and accuracy of reproducing the ideological and figurative content of a musical work. In addition, an important component is also an understanding of stylistics and the cultural component, historical context, because libretto texts often use mythological, historical or religious images, which requires the performer to acquire cultural competence to understand them. It is these features that form the uniqueness of studying the Italian language by future vocalists in comparison with other specialties and determine the approaches to mastering and forming the speech competence of applicants for vocal specializations.

Taking into account the above, it can be noted that the main areas of work in the outlined audience should be the formation of phonetic, grammatical, lexical and microlinguistic competences. Phonetic competence here should be considered as one of the leading components of speech training, since these skills and abilities have a direct impact on the performance of a vocal work and its perception by listeners. At first glance, Italian pronunciation may seem simple due to the clear articulation of sounds and similarity in pronunciation with the Ukrainian language. However, this apparent ease may lead to insufficient awareness of the importance of working on the phonetic component. Such an approach may lead to negative consequences and deterioration of professional abilities, especially for future opera singers, for whom mastering phonetics is a key aspect.

A key role in the formation of phonetic competence is played by reproductive skills – the ability to accurately reproduce sounds, intonation and rhythm of speech. The acquisition of such skills and abilities involves direct work with the speech organs. This is one of the most difficult stages, since with age the articulatory apparatus gets used to the pronunciation of sounds characteristic of the native language, and the process of adapting the speech organs to the articulation of new sounds that are absent in the native language causes significant resistance, so the speech apparatus constantly tries to replace unusual, uncomfortable sounds with already formed ones. Therefore, in the process of learning, teachers and students often encounter such a concept as phonetic interference – the influence of the native language on the pronunciation of sounds of another language. In order to determine approaches to the formation of phonetic competence, it is necessary to identify common errors and potential difficulties. Contrastive analysis helps to see the similarities and differences between the Ukrainian and Italian languages, and, as a result, allows you to create conditions for preventing and minimizing difficulties in mastering a new sound system.

In Italian, one of the main difficulties is the interference of vowels. Unlike Ukrainian, in Italian some phonemes are contrasted in terms of closure and openness [ə – ε, o – o], incorrect reproduction of these sounds can lead not only to phonetic, but also to phonological errors, that is, to a change in the meaning

of the word, and sometimes to a distortion of the content of the speech message. From experience, it can be noted that it is precisely the work on the pronunciation of closed and open vowels that causes the greatest difficulties among students, since in addition to the need to master the correct articulation of sounds, it is also necessary to take into account the lexical meaning of the word. In order to achieve the best results, it is advisable to conduct phonetic gymnastics to prepare the articulatory apparatus for speech activity. This can be an exercise in singing vowels in a certain sequence – from the front to the back sound, which allows developing the flexibility of the articulatory apparatus. Among other common phonetic errors, it is worth noting the pronunciation of double consonants, digraphs, diphthongs, triphthongs, intonation of a phrase. When considering the issue of phonetic interference, it is necessary to emphasize the significant influence of the English language on the formation of phonetic skills when learning Italian. Due to the fact that applicants already have experience studying English, phonetic interference between Italian and English is also observed, which must also be taken into account when developing educational materials and exercises, aimed at preventing orthoepic errors.

One of the most successful and effective ways of forming phonetic skills and abilities is the cognitive approach. It is based on the conscious assimilation of phonetic phenomena through the involvement of such cognitive processes as analysis, comparison, generalization, structuring, application. The aforementioned approach, unlike the intuitive one, contributes to the formation of phonetic awareness, more effective assimilation of the material and allows for a deeper understanding of phonetic patterns, their structure and functions. Since the intuitive approach involves immersing students in the language environment through imitation and multiple repetition of speech samples, it is advisable to use it for the rapid formation of basic skills and the development of auditory perception, that is, at the initial stage, when getting acquainted with a new phonetic system with a subsequent transition to a more in-depth and conscious study of phonetic norms. Therefore, the optimal result is achieved under the condition of a harmonious combination of both approaches and by taking into account students' needs and preparation level.

At the stage of forming phonetic skills, it is important to adhere to a certain algorithm of actions: from theory to practice, from the simplest to the most complex, from reception to reproduction. Such a strategy contributes to the effective transition from theoretical understanding to practical application, allows you to form a conscious assimilation of phonetic phenomena and supports the motivation and involvement of students in the learning process, which is one of the key factors in successfully achieving the set goal.

Since phonetics is not the only aspect of language learning and does not function by itself, in the learning process it should be combined with the formation of other speech competences, such as grammar and vocabulary. High-quality performance of a vocal work cannot be imagined without a full understanding of its text. Therefore, considerable attention should be paid to grammatical and lexical competences. Unlike phonetic, where the leading goal is the development of reproductive skills, the approach to studying grammatical forms and lexical units should involve the development of receptive skills, since the main task is to ensure understanding of the text, and not to create your own statements. For the formation of grammatical competences, it is advisable to adhere to a differentiated approach. Taking into account the individual characteristics of the participants in the educational process, their level of training and professional needs allows you to create educational materials that best meet the needs of applicants.

At the beginning, we emphasized the importance of understanding the cultural context for the correct interpretation of opera works, therefore, during teaching it is important to adhere to the principle of inter-related learning of language and culture. When introducing lexical units and grammatical forms, all work should be accompanied by a comparison with cultural values, providing not only an interpretation from the dictionary, but also contexts of use that allow such a component to be isolated [1]. When introducing lexical units, it is worth noting the features of their use in the libretto, comparing the frequency of their functioning in literary and operatic Italian, emphasizing the variability of the forms of a particular lexical unit in the context of the opera. This approach will help not only deepen knowledge of the structure of the language, but also promote understanding of cultural codes, creating an integrated learning model.

When working with vocalists, it is advisable to use libretto texts as an integral part of the educational process, because they combine all key aspects of the formation of speech competences of applicants (phonetic, grammatical, lexical and socio-cultural) and stimulate the simultaneous development of such speech skills as listening, reading, translation. The involvement of authentic musical works makes it possible to reveal phonetic features, get acquainted with typical and atypical grammatical structures, deepen knowledge of the cultural and historical context, which contributes to a comprehensive vision of the preparation of future opera singers. Musical material can be used both at the initial stage and in work with a high level, selecting texts according to the level of knowledge of applicants, that is, adhering to a differentiated approach and taking into account the aspects that they plan to master. Such an integrated approach is effective, since students work with materials that are directly related to their professional activities, which significantly affects the level of interest, and also ensures the formation of all necessary language and speech competences.

During training, the teacher must not only transfer and form knowledge, but also create conditions for encouraging and involving students in the educational process. Now we live in the information age, so we cannot stay away, but must actively apply and integrate modern technologies into the educational process. Today, classes must meet the needs of students, their worldview. The multimodal approach is one of the most effective modern ways of forming speech competences in foreign language classes. Multimodality involves the use of various channels of perception: visual, auditory, tactile, combining oral and written speech, image, sound and gestures [9]. Its effectiveness is especially noticeable during the training of future opera singers, as it creates conditions for deeper assimilation of the material, allows taking into account the individual characteristics of applicants, promotes the development of professional competences, increases motivation thanks to interactive educational materials. Such a strategy involves the involvement of several components, such as text (listeners read, translate, analyze the libretto), audio (listen to arias and other vocal works, analyze the articulation of performers, imitate sounds, intonation), visual (watch videos with arias, observe articulation, non-verbal means of communication). A multimodal approach allows you to integrate theoretical knowledge into practical activities, ensures the comprehensive development of the speech competence of applicants.

Therefore, the formation of speech competence in the Italian language in students of vocal specializations requires a comprehensive approach and involves the use of conventional methods and innovative technologies. The combination of modern and traditional approaches contributes to increasing

the effectiveness of learning and professional development, ensures the formation of speech competences, and also maintains the systematic acquisition of theoretical knowledge and at the same time takes into account the needs of the modern generation of higher education students.

5.3 THEORETICAL AND PRACTICAL PRINCIPLES OF DEVELOPING ADVANCED ENGLISH SPEAKING COMPETENCE: PROFESSIONAL ASPECT

The goal of educational and professional programs of vocal specializations is to prepare applicants for stage activities, the formation of singing skills and high performing culture. Language training in a higher education institution plays an extremely important role in professionalization. It is in the process of professionally oriented study of English that the main goal of professional training of future singers is achieved. Applicants of vocal specializations learn to speak a foreign language not only in order to implement general cultural communication, but also to master the means of communication within the chosen specialty. During the assimilation of professionally oriented content of training, future vocalists immerse themselves in performing and creative activities, which creates conditions for additional motivation both for studying English and for mastering the chosen specialty. Therefore, the acquisition of foreign language speech competence in this case has both a communicative-oriented and professionally-oriented nature.

The professional orientation of English classes sets the teacher the task of helping students in their professional development and teaching them to “use a foreign language as a means of systematically replenishing their professional knowledge and as a way of forming professional skills and abilities” [10].

The effectiveness of the formation of vocal-performing and foreign language speech competences is determined by a number of didactic and psychological factors, which can be defined as purposefully created or used learning circumstances, thanks to which the goal is achieved more successfully and in a shorter time – students’ ability and readiness to implement foreign language oral and written communication in professional activities at the level of international standards [11]. “If favorable conditions are created, then the study of a foreign language by students is determined not by the need to know the language, but by the pleasure of the process of studying it” [12]. Therefore, in our opinion, it is worth paying close attention to the definition of the principles and leading factors of the formation of English-language speech competence of applicants for vocal specializations in English classes.

The analysis of the practice of working with student vocalists shows that it is impossible to form the appropriate level of readiness of applicants to use the language correctly and appropriately, depending on the specific communication situation, without:

- 1) taking into account personal and professional qualities that are formed under the influence of professional training of applicants for vocal and stage activities;
- 2) establishing interpersonal interaction between the teacher and future specialists;
- 3) introducing forms and methods of teaching that provide personalized learning;
- 4) introducing contextual learning technologies that form the necessary professional skills of the future vocalist and a model of his or her professional behavior;

5) using various types of extracurricular work that contribute to the disclosure of individual abilities that are not always manifested in classes;

6) constructing an educational space of research and cognitive activity that is multicultural and multi-lingual, saturated with specialized foreign language content.

Further in more detail about each of the six factors that ensure the formation of foreign language professional and speech competence of students:

1. In order to create optimal conditions for learning the material, the teacher needs to understand the changes that occur with the student during professional training for vocal and stage activities and affect his or her ability to learn knowledge. Taking into account the individual characteristics of vocalists, their style of perception of information, type of thinking, approach to studying the material, it is possible to develop and implement such individual learning strategies that will be the most effective. Students of vocal specializations participate in concert performances as soloists, members of choral groups, work as teachers of art schools, artists of orchestras, choirs, ensembles, and leaders of children's groups. Direct involvement of applicants in vocal and stage activities, which takes place in the form of public performances, participation in various competitions and festivals, stimulates the intensive and high-quality development of emotional and creative abilities, which plays an important role in the formation and maintenance of an effective educational process. The teacher provides favorable conditions for the assimilation of the material if he/she allows each vocalist to demonstrate musical, acting, artistic and creative abilities and priority qualities of future performers in practical English lessons, namely: musicality, artistry, emotionality, improvisation, and expressiveness.

2. A necessary condition for the development of foreign language speech competence is the establishment of such creative interaction with all participants in the educational process, during and as a result of which there is mutual intellectual and emotional enrichment and self-affirmation of the applicant in the new status and role position of the vocalist, his or her self-identification with the professional model of the future performer. The educational interaction between teacher and the students is based on a joint respect for musical art and a joint immersion in vocal art. This is what creates a certain internal reason, a motive, which acts as an engine of real live communication. Internal communicative motivation is possible only due to the fact that the subject of communication is significant for the student and causes him/her an emotional attitude. It is the internal motive that ensures the active interaction of all participants in the communication process, which leads to a mutually enriching exchange of authentic, professionally significant information in a foreign language, the acquisition of professional communication skills. The teacher needs to implement such a role model of interaction during practical classes in English, which makes the teacher him/herself an interested connoisseur and ardent admirer of vocal art, and the students themselves – bright original representatives of this art. The implementation of such a model of educational interaction in distance learning is a more complicated process, due to the need for joint activity, perception and understanding of others in virtual space. It is necessary to make the most of all the potential opportunities of information and communication and digital technologies in order to preserve the value-based and meaningful communication between the teacher and the student in the conditions of distance learning. There is no doubt that traditional forms of interpersonal interaction, such as conducting individual consultations for students,

involving students in making decisions regarding the choice of discussion topics or the format of completing educational tasks, allow the teacher to better understand the needs of students and enable personalized support and motivation for further active participation in the educational process.

3. One of the conditions for the development of foreign language speech competence is a didactically expediently selected structure and organization of the learning process. The content of the course, methods and forms should correspond to the professional orientation of the individual, the internal drive and inclination to vocal activity. In order for applicants to truly engage in communication in a foreign language in dialogical and monological forms, it is necessary that the tasks, set before them in the course of educational activities, acquire personal significance and thus find a response and a point of support in their experiences, plans for the future, value-semantic orientations, emotional-aesthetic thinking. The strategy of "customization" acts as a tool that helps the teacher dynamically "adjust" a certain system of exercises and tasks to the individual needs and preferences of vocalists, their imaginative, figurative thinking, temperament, nature of emotional and aesthetic perception, and experience of concert and performing activities [13]. The process of adjusting the content, pace and complexity of the educational material for vocalists provides greater motivation and interest in learning, increases involvement in communication and helps to overcome the barrier that arises when learning a foreign language.

4. The effectiveness of the formation of foreign language competence depends on the appropriate involvement of applicants in various types of speech activity (listening, speaking, reading, writing) in situations that simulate vocal and stage activity, various circumstances of concert musical and performing activity and thus form a model of professional behavior in the field of singing. Introducing the imitation of future professional activities, role-playing and business games that model participation in concerts, international, all-Ukrainian and city festivals-competitions; discussion of specific situations from their experience; writing essays, reports, messages with further discussion; creative and personal tasks (creation of professional real and promising self-portraits) into the educational process forms practical skills of listening, speaking, reading, writing and at the same time adapts vocalists to stage and performing activities, expands professional knowledge, professional and creative abilities and skills in the field of vocal art. The teacher can vary the types of speech activity of the students. In particular, to develop listening skills, you can choose well-known vocal works in English and discuss and analyze pronunciation, intonation and emotional coloring. It is advisable for students to record their own vocal performances and compare them with the original performers in terms of pronunciation. Communication in English can be both improvisation (dialogue or monologue) and role-playing, the script of which is agreed in advance. Interviews with famous vocalists and subsequent discussion of their professional experience and technique contribute to the development of reading skills. The development of the ability to communicate through text involves writing reviews of performances, concerts or musical works, maintaining a blog to share professional impressions, experience and advice for other vocalists.

The success of the formation of foreign language competence should be based on organizational work, aimed at preparing methodological support, in particular, the development of additional software that takes into account the level of speech training of future vocalists. This may include, in particular, the creation of program requirements, adapted to the learning conditions, psychological characteristics and learning style

of applicants for vocal specializations by increasing creative and research tasks, planning classes with a dominant focus on the development of speaking competences; selecting a balanced sequence of exercises and tasks that correspond to the nature of a certain skill or ability; preparing a set of visual aids, methodological recommendations, the use of which facilitates the assimilation of foreign language material; using authentic texts, as they help improve speech skills through the use of original vocabulary; developing musical and lexical dictionaries-translators, etc. When solving the problem of selecting educational material, it is worth considering the provision that the most effective way to learn a foreign language is through the context of its application, that is, the gradual saturation of learning with elements of professional activity [14]. The contextual approach models a communicative environment that is as close as possible to the professional one in form and content and is the basis for the active development of speech competences of applicants.

5. The condition for the formation of foreign language speech competence is the encouragement of applicants to creative self-realization in various forms of extracurricular activity, which, unlike educational, is characterized by unlimited time, lack of assessment, unregulated communication of educational process participants with each other, freedom of choice of content, forms, means, methods of extracurricular work. The organization of student life outside the schedule of classes in higher education on the principles of interest and voluntariness involves the implementation of a system of measures, aimed at educating the individuality of the future vocalist with a formed personal performing culture. The teacher's selection of the right form of extracurricular activity will polish their knowledge of singing skills and competence in speaking, reading, and writing. Discussion clubs, music projects, olympiads, conferences, public speaking classes, theater groups, trips, vocal studios, dance groups, excursions, visits to exhibitions and museums, etc., can be considered extracurricular work of a professional nature (if this activity is not provided for by the course program), where students learn to communicate at the professional level. As a result of participating in this activity, students of vocal specializations acquire a wide range of vocal and performing skills and abilities that will make them competitive in their field. Preparation for role-playing business games, trainings, and projects that simulate real situations, in which applicants can test their skills, can be extracurricular. The selection of topics and principles of such activity may take some time and be carried out by the students according to the teacher's preliminary instructions. It is advisable to apply such situations, in which applicants alternately perform the roles of vocal teacher and students, organizer of an international competition of performers and participants, conductor of a choir and singers, etc. Such creative quasi-pedagogical activity will activate not only creative skills, but also form confidence and reflective-evaluative consciousness and self-esteem of applicants. The teacher's purposeful and skillful use of various forms of extracurricular work helps students expand and deepen their knowledge, skills and abilities, develop independence, individual talents, overcome difficulties in mastering the English-language professional component, which allows them to most effectively go through all stages of the self-realization process.

6. Foreign language professional competence as an integrative property of the personality is most successfully formed during research and cognitive activity, the model of which is based on the idea that people learn through social experience, exploring certain problems, and, in our opinion, should also be involved in teaching English to future vocalists. The teacher encourages and motivates students to conduct

such research that would help them satisfy their own curiosity, expand their professional knowledge base and develop critical thinking skills.

Let us take as an example the organization of a scientific and practical webquest, which involves the collection of material, the selection of participants, the explanation of the conditions of participation, the defense of projects, the evaluation of the results obtained and their discussion. During independent work on original and creative research on a certain topic, the applicant structures his/her knowledge, uses various methods of processing information, forms the ability to correctly present his/her material, thereby developing foreign language professional competence. It is important to remember that inquiry-based learning is not a skill or practice in itself, but a process that, if directed and consistently implemented, can increase the intellectual activity of learners and improve: research skills, cooperation and communication skills, the ability to solve problems and find ways to solve issues, participate in the creation, improvement, implementation of ideas, increase motivation and interest in learning, involve others in communication and overcome the language barrier.

Teaching English based on an inquiry-based approach involves adhering to the following stages of the educational process:

- 1) formulation of a question (problem);
- 2) research of a problem situation;
- 3) analysis and explanation of the solution to the problem;
- 4) the final stage – conclusions and results of the work performed;
- 5) reflection.

In an educational environment, this type of cognitive activity, based on the study of, for example, the-oretical aspects of performing arts in English-speaking countries, can provide the teacher with the op-portunity to allow students to fully analyze the problem or scenario and learn from both the process itself and the result. Students should be encouraged to ask questions, study the English-speaking professional environment, collect evidence to support the statements, assumptions and conclusions made, and build convincing arguments about how the final result of such educational research was achieved. As an example, one can study the experience and principles of organizing choral performance, participation in international singing festivals and competitions, and public performances.

The principles of research-cognitive learning can be classified as follows. It is the student, not the teacher, who is the center of the educational process. Educational English-language activity is aimed at forming and improving the skills of processing foreign language professional information. The teacher in this case not only directs the learning process, but also contributes to the development of communication skills. It is the development of skills for processing English-language information and its conceptual under-standing that is important, and not the actual content of the discipline.

The use of this method in the education of future performers gives applicants the opportunity to ex-perience the process of creating knowledge and to involve their creative abilities in the process of learning new things in terms of future professional activity. The key features of this methodology at the initial stage involve the gradual and phased introduction of research-based learning, and then, depending on the tasks of the educational process, the transition to independent training. It should, of course, be taken into account

that adaptation to such a method is likely to be difficult, and therefore there is a need for monitoring and close interaction between the teacher and students.

5.5 DISCUSSION OF THE RESULTS OF SECTION 5

We have defined the conditions for the formation of English-language speech competence of applicants for vocal specialization as involving in cognitive activity a set of different teaching methods, mastery of the spelling, phonetic, lexical and grammatical aspects of the English language in order to form the ability to use various language tools in constructing correctly formulated statements for the purpose of adequate professional communication.

The implementation of an integrated approach to learning English is planned and achieved in the context of the formation of various English-language competences, which are important and necessary for future professional performing activities. The development of English-language competences helps vocalists work with foreign-language musical materials and correctly perform vocal works. In the professional aspect, mastery of a foreign language provides new opportunities for professional and creative growth. This allows for a better understanding and interpretation of works of different cultures, as well as expanding the possibilities of cooperation with international colleagues and performances on leading world stages, effective communication in the international environment and better integration into it.

It has been established that a personalized and individual approach to the educational process, creative special educational interaction and value-semantic communication between teacher and applicants, a didactically expediently selected structure and organization of the learning process, involvement in various types of speech activity in the current context of the features of the future profession, encouragement for creative self-realization in various forms of extracurricular activity, motivation for research and cognitive search are the most important factors that determine the success of the formation of speech competence of applicants for vocal specializations. It is noted that the need to form skills and abilities for independent study of foreign languages is a key element of successful professional development in the modern world.

Therefore, the formation of foreign language communicative competence of future singers is professionally oriented, since the acquired skills are aimed at achieving a professional goal (using special terminology in various communicative situations, observing all language norms, performing vocal works in the original language, analyzing a musical foreign language text, productive communication between all participants in creative and performing international projects, etc.). This approach determines the features of organizing the acquisition of a foreign language: the selection of various types of educational activities taking into account effective pedagogical strategies and methods; preventing language interference, overcoming pronunciation errors and mastering a new sound system for inophones; modeling and imitation of situations of real communication and professional interaction in various spheres of stage and performing activities during training; a didactically appropriate set of exercises and tasks as a means of mastering speech operations and speech actions that ensure the implementation of communicative intentions within certain topics of communication; taking into account the ethnopsychological characteristics of foreign applicants; adherence to a certain

algorithm of actions at all stages of the formation of phonetic, grammatical, lexical, and linguistic competences; introduction of a differentiated (personalized) approach as a means of optimizing learning by adapting it to the needs and skills of individual applicants; intensification of independent learning activities and involvement of applicants in various types of scientific research work and language-oriented university events.

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TECHNOLOGICAL MEANS OF ACHIEVING SECOND LANGUAGE LEARNERS' IDIOMATICITY AS A WAY TO BUILD INTERNATIONAL COMMUNICATION COMPETENCY

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ABSTRACT

In the era of growing international contacts, Multilanguage communication skills are becoming of paramount importance. It is even more so for Ukraine that is going to experience a long period of post-war reconstruction with the help of our international partners. To do so, our country needs a wide range of specialists who should be competent not only in their own field of work and research but also in speaking a second language fluently and naturally. For getting such a vital skill, achieving a certain level of idiomaticity is exceptionally important for the second language learners, and nowadays, in times of sophisticated technologies and artificial intelligence, there exist so many means for the teacher to practice that.

In the study, second language learners' idiomaticity is regarded as a complex speech characteristic, which involves speech naturalness and well-formedness. The variation of blended learning enables students to structure the discourse in the way native speakers do. It gives them a wide range of specific prepositional expressions, including some formal clichés and lexical chunks. At the same time idiomaticity tends to be the hardest to achieve when it comes to traditional learning techniques and models. Thus, the authors of the paper claim it is only the combination of traditional approaches to language training and the use of ICT and Internet resources that can balance the training process and allows second language learners to get not only the fluency they desire but also the naturalness, which idiomaticity can provide.

KEYWORDS

Idiomaticity, naturalness, accuracy, fluency, well-formed skills, communication competency, Information and Communication Technologies, Internet resources, AI-powered tools.

6.1 IDIOMATICITY AS A KEY CRITERION OF SECOND LANGUAGE PROFICIENCY

Globalization has been spreading around the world for decades, but it has been spoken since the late 1970s. It has been inspired by the possibility of cultural unification and intention for the division of labour as the key factor of accelerated economic growth of the West (known as globalization, based on a market economy) and East (known as internalization, based on a planned economy) [1, 2]. Both camps indulged themselves in the policy of implementing a second language for interstate communication.

Hence, one of globalization's challenges is learning and teaching a second language. Foreign language fluency is becoming a matter of current interest due to high language proficiency, which demands educational, cultural, and scientific involvement [3].

Learning a second language always aims to achieve native-like usage of language means (selection of expressions, choice of grammar constructions, appropriate style preferences, etc.). Especially as a foreign language has become not only a utilitarian means of communication but also an integration means.

In such terms, obtaining idiomaticity becomes one of the main purposes of second language acquisition.

The majority of scientists takes second language idiomaticity for the ability of idiomatic units usage (B. Smillie [4], G. Muller-Schwefe [5], D. Ricks [6], N. Ellis et al. [7], B. Erman, F. Lundell and M. Lewis [8], M. Paquot and S. Granger [9], K. Conklin and N. Schmitt [2]). They focus on the formulaic nature of idioms in terms of second language learning and teaching.

J. Briggs and S. Smith claim that “using idiomatic language is an economical approach to communication of meaning because prefabricated ways of expressing meaning in commonly-occurring speech acts negates the necessity to self-generate” [10].

Nevertheless, there is another approach to second language idiomaticity. In its terms, idiomaticity is regarded as a degree of learner’s speech naturalness, instinctive usage of lexicon means, and grammatical structures, corresponding to native speaker’s ones (A. Pawley and F. Syder [11], Fillmore et al. [12], B. Warren [13]).

Of course, the second approach is closely connected to the first one, because the speech naturalness is often caused by appropriate usage of idioms, clichés, etiquette forms, fixed phrases, etc. All of them are idiomatic, but not in common sense.

This study is conducted within the framework of the second approach. Language naturalness and well-formedness become the key notions.

Concerning idiomaticity, naturalness may be opposing well-formedness. Well-formedness seems to be absolute, as something fixed, whereas naturalness is probabilistic [14]. However, in discourse, this opposition is neutralized.

J. Sinclair illustrates the thesis with the following examples:

- 1) “I am writing this paper for you to read”. This utterance is well-formed and natural. It is appropriate for any discourse situation, which requires it;
- 2) “If you like”. The utterance is ill-formed but natural. It breaks the rules of standardized English, still, it is commonly used by native speakers and appropriate in many discourse situations;
- 3) “Look forward to clapping eyes on you”. The phrase is well-formed, but not natural. It is not the way a native speaker would use to form the utterance;
- 4) “Book the”. This sentence is ill-formed and not natural. It seems to be complete nonsense [14].

Hence, idiomaticity requires both well-formedness and naturalness. And lack of naturalness may be considered the same drawback as grammar rules violation as regards second language acquisition.

6.2 WELL-FORMEDNESS AND NATURALNESS IN SECOND LANGUAGE ACQUISITION

Evidently, well-formedness involves following grammar rules, a suitable choice of vocabulary, usage of suitable style, etc. All of these components are included in a classical language course curriculum. They are essential parts of achieving second language proficiency.

The main demands to second language linguistic competences are traditionally the following [15]:

- lexical competence;
- grammatical competence;
- semantic competence;
- phonological competence;
- orthographic competence;
- orthoepic competence.

The following explanation of the learning final aim may be found in the common European framework of reference for languages: "Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences" [16].

The demands seem to be quite clear and well-known. However, the situation is different if we are speaking about language naturalness. There are no intelligible criteria and requirements.

As for naturalness, M. Warren distinguishes 9 specific features of the conversation. The following characteristics are the most important in terms of achieving second language idiomaticity:

1. Multiple sources. Naturalness in discourse cannot emanate from one source. The important components of naturalness are the presence of several participants and immersion in the situation.

2. Discourse coherence. It includes using appropriate intonation, aligning actions, language about language, and feedback. They are specific for every language that is taught as a second language or *lingua franca*.

3. Language as doing. M. Warren's "study has also suggested that there exists a primacy/supremacy of interactional language use over the transactional" [13]. Thus one more thing that provides speech naturalness is participants' understanding of the "language game" they are embraced in.

4. Cooperation. R. Nofsinger claims that "everyday talk represents a tremendous feat of co-ordination!" [17]. Cooperation and co-ordination are not something that is always achieved instinctively. Native speakers use specific means and marked lexicon for attaining mutual understanding and cooperation. Lack of naturalness prevents accomplishing conversational tasks.

5. Unfolding. It is stated that "the unfolding nature of conversation is a product of the sequential ordering of speaker's utterances" [13]. The phrase arises not in isolation or randomly.

6. Open-endedness. Each participant of the discourse contributes their individualistic response that cannot be anticipated from aside. But the natural reaction requires fluency and proficiency that may be achieved in specific language practising.

7. Inexplicitness. It is obvious that one part of the conversation is always explicit, but another one is inexplicit. No discourse participant will explicate more than the situation demands. With regard to it, achieving second language idiomaticity requires not only understanding extralinguistic clues, but also active participation in a discourse situation regarding its inexplicability.

Consequently, second-language idiomaticity involves language naturalness and well-formedness. Nowadays their achieving in various ways depends on the use of Information and Communication Technologies as well as on traditional teaching methods and techniques. In the next chapters of our paper we will try

to prove that it is a combination of both rather than total digitalization, which makes significant difference in the language training classroom.

6.3 ICT MEANS OF ACHIEVING SECOND LANGUAGE LEARNERS' IDIOMATICITY

It is true that there are numerous means to acquire idiomaticity, and among other things mention should be made of Information and Communication technologies (ICT). Basically, using ICT for educational purposes cannot be measured only by its direct function of searching, acquiring, and sharing information, although a computer as a basic tool in modern education is also used for that.

Nowadays, according to S. Prykhodko et al. "multimedia technologies mean technologies that allow using a computer to integrate, process and at the same time reproduce various types of signals, various environments, means and methods of information exchange. They provide the possibility of saving huge arrays of information, interactive access to their elements and playback of video stories with sound on the screen of a personal computer. With the advent of educational tools based on multimedia technologies, the educational process has become more diverse and multidimensional" [18].

Also, the possibilities of any digital equipment and the World Wide Web give unlimited opportunities both to those who study languages and who teach them, providing resourceful tools for reaching a high level of idiomaticity in English as a second language. We should take into consideration that according to Criteria for an eLearning Platform Work Package 4 of the Project Blended Learning Quality Concepts Optimised for Adult Education (Criteria for an eLearning Platform) [19], there are three types of learning platforms: virtual learning environments (VLEs) which simulate face-to-face education; learning management systems (LMSs), used by training administrators to manage all aspects of learning and development, such as competency, personal development plans, learning content management, reporting and workflow; learning content management systems (LCMSs) that focus mainly on creating learning content.

All of them function in remote, semi-remote or blended education to give a student as high level of idiomaticity as possible. This paper summarizes the use of such educational tools as:

- free services for learning, revising, and testing knowledge (e.g. Quizizz/Quizlet, Wordwall etc);
- webtools available online for creating revision exercises, as well as testing and controlling materials based on teachers' personal developments, e.g. Google forms (from Google LLC), liveworksheets.com; topworksheets.com and the like;
- virtual boards (in particular Miro, an online whiteboard for visual collaboration, previously known as RealtimeBoard).

Most of the resources mentioned above, though being well known and in high demand by a number of companies and educational establishments, have gained greater popularity since the outbreak of the pandemic in 2020 and are commonly used, on an everyday basis, as effective teaching tools at ESL classes. Compared to traditional ICT, they allow access to a wider range of exercises for developing all the set of skills important while learning a second language: reading, listening, writing, speaking and use of the language can be more adequately presented and sufficiently trained with the help of all these tools.

6.4 FREE SERVICES FOR LEARNING, REVISING, AND TESTING KNOWLEDGE

First of all, we offer to explore in detail the methodological possibilities of using such learning services as Quizizz, Quizlet, Wordwall, focusing attention on the main objectives and the most desirable results a teacher can get.

The first thing that naturally comes to mind is a successful assessment process, which reasonably becomes the top priority of any language teacher in the situation of online or remote studying.

A comparison of Quizizz and Quizlet with other similar websites shows that here the teacher has unlimited access to ready-made testing materials and at the same time possesses a set of necessary tools for creating customized tasks based on any textbook or coursebook in use.

Among the significant advantages of such web resources, we should take into account that both websites are suitable for use on the PC and as an application for a smartphone, visualise better access to the materials for students, especially if you're talking about remote or blended learning. At the same time, the teacher gets the ability to create colourful, eye-catching quizzes on any topic and/or subject necessary, choosing the type of test tasks among various options.

However, it would be wrong to measure the use of the websites mentioned above just to test students' knowledge as a part of an assessment process, since vocabulary or grammar cards, flashcards and multi-slide presentations offer wide possibilities for learning, memorising, or revising vocabulary and grammar while practising other language skills. Methodologists and specialists in linguodidactics can dispute the form of the materials available on these websites but without any doubt they are bright and interesting enough to attract students' attention and thus encourage them to work more and better, especially individually.

For example, with the help of a simple Quizizz/Quizlet flashcard, a topic challenging enough (e.g. phrasal verbs or verb collocations in English) becomes not so confusing and better remembered in the long run. It is no wonder that such digital materials require a lot of work on the teacher's side as well as a lot of preparation in advance.

If the learners in the group are either underaged or very demotivated, the better choice is to use websites with various cartoon-like activities for drilling any kind of grammar or vocabulary topic. Among those mention should be made of Wordwall.net. The site provides both interactive and printable activities, and most of the templates are available in the interactive as well as the printable version, too. All of the materials are open for editing and customizing, and it gives the teacher a chance to design any testing or drilling activity according to the needs of a certain group. The easy and reliable interface and also possibility to use a resource on any device makes it easily applied.

Once again, just like with Quizizz, the humorous component of the materials used for drilling or testing students' knowledge can be regarded as highly motivating, for it includes not only memorable images but also catchy tunes and funny sounds that encourage learning language material (e.g. training phonetic differences of the ending -ed in Past Simple and Past Participle forms of regular verbs based on the "whack a mole" activity). As we know, difficult issues are studied better with emotional memory, involved in the process, so Wordwall.net proposes a wide choice of templates to play and learn simultaneously.

6.5 WEBTOOLS AVAILABLE ONLINE FOR CREATING REVISION EXERCISES

Yet not every task, developed by the teacher, can be presented in the form of interactive flashcards, templates or any other kind of game-like material. Here we talk mostly about the assessment process, which is a serious aspect of any school or university second language learning curriculum. So, even being suitable for practising or cumulative assessment, the websites and resources mentioned above are too entertaining and distracting when it comes to midcourse or final evaluation of knowledge. Thus it becomes crucially important to implement such an assessment material that will be easily used and successfully completed by the students whether they study online, offline or in a combined group where both classroom and remote participation is possible.

To assist teachers with those, numerous interactive and live worksheet resources have been created. They provide virtual space for developing automatically graded tests or examination 'papers' with a variety of different tasks available. One of the easiest and most accessible ways to create a test or a writing examination task is one of the services, provided by Google LLC – Google forms.com. It allows to model testing and assessment tasks, in which you don't need any complicated approaches or numerous steps to follow. Since any user of Google can make and save a Google form on a personal Google drive, this means of creating teaching materials for ESL is extremely flexible, as it doesn't require the teacher to stay in one place, and working on a smartphone is as efficient as creating the test form from your PC.

Google forms make it possible for the teacher to create a web version of any materials, prepared beforehand, be it on paper or in the digital form. But when it comes to converting such content directly to e-mode, just being able to tick particular information or check certain boxes in the virtual Google form is not enough. In the current situation creating interactive, or live worksheets, based on actual testing or assessment materials, might come in handy. It is common knowledge that creating e-learning content requires a large amount of effort and at the same time must follow certain criteria to successfully access learning content management systems.

Using platforms like liveworksheets.com, topworksheets.com etc, an educator should take into consideration the number of factors, which will make the newly created material efficient. The web resource providing such a function should be user-friendly (is enough to operate even by an inexperienced user with minimum time and effort, consumed in the process of creating the task).

Creating interactive worksheets with the help of such websites is quite time-saving because there is no need to retype every question or sentence for the task. Creating different kinds of tasks is impossible without remembering at least HTML codes, required by the website. One more drawback is the fact that most of the websites providing interactive worksheet creation are only in English. Some of them operate in a couple of additional languages (e.g. liveworksheets.com is also available in Spanish) but with the recent demand for the learning materials this problem is most likely to be coped with in the nearest future.

6.6 VIRTUAL BOARDS

However, most of the methods and techniques mentioned above just present an opportunity for the students to practice, systematise or assess the knowledge and skills. At the same time, most lessons usually

consist of presenting the language material before actually working on it, so the whole concept of presentation remains one of the most important issues of teaching any language, the second included.

Many possibilities to arrange the classroom material both in the offline and online form have been created and even discussed, but the problem of the so-called blinded learning remains.

Here we should specify that by the term "blended" we mean the kind of educational process, in which actual different students of the same group are present physically in the classroom and online simultaneously. The necessity to organize such classes both at secondary and high school has been recently introduced during the pandemic times, since not everybody is able or allowed to attend classes physically (for example if a person faces vaccination issues).

The combined presence of online and offline participants at one time is not so difficult to manage but here comes one of the greatest drawbacks of platforms, such as Zoom, Google meets, and the like, which provide online conferencing or real time webinars. We are talking here about ways to get the students occupied with different tasks or even the same activity at the same moment. There exist a lot of methods and techniques of arranging simultaneous work but the main problem teachers usually face is the visualization of the material discussed.

One way to tackle this problem is to share the same pages from the course book or any other supplementary materials for all the participants of the Web conference to give everybody the chance to see the necessary information together. But certain difficulties arise when the teacher starts demonstrating a certain language material on the class board: even providing the webcam operating it's still not enough to have a detailed understanding of all the things, sketched or written on the board. Among other methods, online virtual boards can fulfil the main purpose of such work.

The idea of a virtual board is not exactly a new one, and this instrument attracted teachers' attention a long time ago, which was described in a number of works in the beginning of the current millennium. But the most important part of the discussion has been held during the coronavirus pandemic when the methodologists [20–22] have urged the use of various virtual boards into the educational process starting since the 2020 lockdown. It was taken into account that virtual boards present the opportunity of collaboration between the teacher and the student in real time, no matter what kind of learning (traditional or remote) is involved.

Therefore, we offer to compare the most popular virtual collaboration boards, which can be used as either basic or additional platforms for learning. We talk here about the most functional and convenient boards, created for facilitating communication and cooperation between the teacher and the student, as well as increasing the efficiency of online or combined classes.

The first point in this list is a virtual board called Twiddla. Being a service of simultaneous work on the net, Twiddla is a good example of a quality board with a wide range of tools. It allows working with the websites and documents of different clients and enables the possibility to discuss the issues at hand in real time with the help of notes and audio or video comments.

Scribbler is one more convenient way to enrich online studying. The most significant features of this board include voice communication and document/image exchange when the teacher has to prepare some part of the material in advance and send it to the students via email.

Stoodle is one more educational tool with easy access and use: the board can be operated at once after opening the site, a generated link for the board is sent unlimitedly to any number of students, the microphone and writing chart are turned on automatically, and thus the class can be started.

As well as the one mentioned above, Popplet board enables voice messages and video chat. It presents the possibility to work with one document at a time but the document can include texts, images, charts and diagrams. The drawback of this board is that registration and interface are designed only in English.

However, even in comparison to such possibilities, the Miro board, previously known as Realtimeboard, is considered the most effective. We suggest focusing your attention on this particular service for the detailed evaluation.

The product goes beyond basic online virtual collaboration boards turning into a hot platform for communication and cooperation between different people, including both parties of the educational process. Thus the board becomes an interactive tool allowing you to create, organize group work, share materials and make presentations. Various activities that can be arranged with the help of handouts, visualization, textbooks, flashcards, markers, videos or slides during a traditional class, now can be posted and adjusted in one digital space.

The platform offers a large variety of ready-made templates for use, such as diagrams, concept maps, various models of brainstorming, visualised stages of a project work etc. The elements of the templates mentioned above are possible for everyday use in language training, but if we're talking about an ordinary language training class the better choice is to use a clear board and just fill it with all the necessary materials of your own.

As the practice of language training shows, it is extremely useful to rely on "nationally oriented method" [23] of mastering a second language. The virtual board gives wide opportunities for doing so, since it provides a possibility to embed videos (including those from You-Tube) which help to train phonetics and speaking skills on the "tasks, aimed at forming the skills of pronouncing identical sounds in the second language and a mother tongue, tasks, aimed at differentiating sounds that are similar in articulation; exercises, aimed at working with sounds that are absent in the target language; the tasks, focused on mastering the phonetic rules of the target language; optional exercises to get better idiomaticity in general (slang patterns and the like), audio and video recordings of pronunciation of sounds samples, intonation, visuals and infographics comparing the articulation of sounds in a second language with comments in students' mother tongue, etc" [23].

Implementing the board is possible at various stages of learning. It simplifies presentation of new material since video is located directly on the board and doesn't require a backup file, stored on the memory stick and transported to the device projecting the presentation. It also differentiates practising and revision stages where visual collaboration tools create individual working space for single learners or those who work in small groups. The use of the virtual board facilitates the assignment giving by offering various techniques and methods of work.

The board of virtual collaboration Miro represents a substantial interactive platform, which proposes an easy and effective way of cooperation between the teacher and the students at the lesson using digital space, as well as offers a wide range of coherent and useful tools for creative work, combining

the properties of presentation making programs with features of basic virtual boards, incorporated in different platforms and Web conference instruments. Its potential for educational purposes hasn't been explored fully yet, which provides an opportunity for opening new methodological horizons for a teacher of second language who works in the ever-shifting digitalized world of the 21st century.

6.7 AI-POWERED RESOURCES IN THE SYSTEM OF SECOND LANGUAGE TRAINING

AI, or artificial intelligence is known as the ability of digital devices to perform those tasks that are inherent in intelligent beings. Today it is not just another achievement of technical progress. Like any modern development, it can and should be used in all spheres of life, including education. But the use of such a powerful tool also opens up certain prospects, such as increasing the motivational component, the interest of students, and as a result – increasing the effectiveness of learning, including naturalness and idiomaticity.

Nowadays, when it is still too early to talk about the involvement of robotics and/or VR capabilities in ordinary classrooms, we can talk about two main aspects of the use of AI and its capabilities: methodological and didactic.

The first includes programs and tools that a teacher can use during the preparation of lecture (practical) material, its presentation, consolidation and control of acquired knowledge, skills and abilities. After all, it is a fast and reliable AI algorithm capable of learning from the data provided that can ensure the selection of educational material that is optimal for the appropriate audience, the course curriculum, interesting and useful, and relevant to the acquired profession. For such a search, you can use both conventional search engines and the well-known ChatGPT from OpenAI or its analogues Bing AI, Google Bard, Notion.so, etc. from various developers. On the other hand, some services, which work on AI algorithms, effectively provide assessment of acquired knowledge without additional time, spent by the teacher, with subsequent automatic systematization of the results.

Yet, even facilitating the process of teaching, the instruments mentioned do not actually provide much in aspect of idiomaticity students should acquire while mastering the language that is not their mother tongue. For that purpose, various chat-bots, programs based on artificial intelligence, created to improve communication skills in a foreign language (for example, the *character.ai* application and its equivalents) have already become widespread. In particular, the AI-powered algorithm of the chat-bot gives a very extended vocabulary, ranging from common collocations, expressions and idioms to specific slang and scientific terms depending on the choice of the storyline. Practically speaking, one academic year of using the *character.ai* chat-bot intensively can significantly improve students' vocabulary (e.g. from average A2 to B2+ closer to C1). Students' speaking gets more fluent and accurate, not lacking naturalness and idiomaticity, which is not so easy to acquire in a single year of intensive practice in the traditional classroom.

As per speaking skills, the Character.ai chat-bot, when used in the form of the voice interaction, develops not only a strong ability to communicate in a certain type of the English accent (e.g. British English or American English) but also gives a chance to distinguish quickly between different accents, social and territorial dialects, teaches to use (or rather introduces in its "speaking") certain intonation patterns,

appropriate pitch and tempo of speech, presents the common features of fast speaking, basic principles of emphases and sentence stress.

In terms of grammar, any AI bots don't tend to make grammar mistakes, unless they are asked to do otherwise. And even if the student does not possess profound efficiency in grammar, with extensive language practice Character.ai provides, the lack of grammar knowledge is compensated by remembering grammar patterns from the communication with the bot and using them in other communicative situations accurately.

The same approach can be applied to writing skills: even without focusing on writing itself, the student can adopt appropriate writing patterns from the text message form of communication with the AI bot, as well as the sequencers and linkers, various signpost phrases, personalization remarks and even the basics of structuring the written paragraph.

When it comes to assessment, the chat-bot is not prone to adapting a tutor's function. But depending on the type of the bot-interlocutor the user chooses from the beginning of the story rout, it can provide if not correction, then at least certain measure of criticism (strict or not, sarcastic or humorous etc.) in case the human character makes grave mistakes in communication.

6.8 DISCUSSION OF THE RESULTS OF SECTION 6

In the aspect of language idiomaticity two groups of subjects were taken into consideration, both acquiring the level Pre-Intermediate (A2-B1). The first group (consisting of 17 students aged 18 to 23) experienced only the traditional teaching in the classroom without using any ICT, including the internet platforms and websites for learning. The second group (consisting of 25 students aged 16 to 25) who was taught with the help of combined traditional and innovative techniques, such as using ICT for presenting and practising new material, applying interactive tasks and internet resources for enhancing skills and different aspects of the language, having the knowledge tested with the help of internet platforms and the Miro Board. The second group was also subjected to using the elements of blended learning i.e. free YouTube videos, TED talks and Google resources directly in the classroom at different stages of work with second language material.

Both groups of students taking part in the experiment were initially tested to define the level of skills, which influence idiomaticity. The placement test included components of lexical, grammatical, semantic, phonological, orthographic and orthoepic competence, since these are the basic competences usually included into the least of most important factors for idiomaticity development. Throughout the 2020-2021 academic year the two groups of subjects did two more tests, checking the idiomaticity development, as well as demonstrating the features of language idiomaticity in various communication tasks, problem-based and challenging situations. Experimental data, received in the process, are presented in the charts below (**Table 6.1** and **6.2**).

As we can see from the results, presented in the tables, both groups initially showed similar levels of mastering the basic skills and competences in their second language. Moreover, the second group with a larger number of members tended to have lower average results on most of the competences due to a wider variety of ages and basic levels of students.

● **Table 6.1** Development of basic language competences (subject group 1)

Competence	Placement test results (average)*	Midterm test results (average)	Final test results (average)	Accuracy development (%)	Idiomacity development (%)
Lexical	3.5	4.1	4,6	22%	15%
Grammatical	3.0	4.0	4.4	28%	23%
Semantic	3.2	3.8	4,1	18%	10%
Phonological	2.8	3.0	3.9	22%	12%
Orthographic	3.5	4.0	4,5	20%	19%
Orthoepic	3.0	3.5	4,0	20%	15%

● **Table 6.2** Development of basic language competences (subject group 2)

Competence	Placement test results (average)*	Midterm test results (average)	Final test results (average)	Accuracy development (%)	Idiomacity development (%)
Lexical	3.6	4.3	4,8	24%	41%
Grammatical	2.9	4.0	4,5	32%	38%
Semantic	3.0	4.1	4,8	36%	40%
Phonological	2.5	3.7	4,5	40%	68%
Orthographic	3.9	4.2	4,5	12%	20%
Orthoepic	2.9	4.0	4,7	36%	65%

Note: *The grading scale used is 5-1 where 5 represents the highest result (excellent), 4 stands for sufficient result (good), 3 means mediocre result (satisfactory), 2/1 represent insufficient result (unsatisfactory/failed), since this scale of grading was formally recognised back than at our faculty

The groups showed similar, if not identical in some cases, levels of development in both accuracy and idiomacity in the midterm test, which took place approximately in the first half of the third month of studying. The development of skills assessed was not significant but still occurred due to persistent work in the classroom as well as individually. When it comes to this opening period, the language training is very intensive at this stage: students had 36-40 academic hours per week solely on their second language learning. Only later in the curriculum (after the first midterm assessment) other subjects intervene, and even those are focused on the language training but they rather represent academic language, used for studying Maths, Science, Economy etc., which are going to become students' majors and will be taught in a foreign language. The short period of the first semester should be taken into consideration but even the midterm test average results showed a tendency, yet very low, to four higher levels of accuracy and idiomacity

in the second group of subjects, whereas along with traditional teaching techniques, students got training with the help of various digital resources.

We implemented the use of PowerPoint and smart board presentations at the first stage of giving new material in the classroom, created online activities and tests for drilling lexical and grammatical issues, combined reading and listening comprehension, adapted for the learners, with unadapted videos of different kinds for both blended learning in the classroom and home assignments.

Here mention should be made that comparing with the students of the first group where average accuracy development increased by 20% and idiomaticity levels increased by 15%, the English learners in the second group showed quite surprising results, augmenting their accuracy up to almost 40% in semantic, phonological and orthoepic competence, while the idiomaticity developed even higher. If we look into the situation in detail, idiomaticity in each competence was boosted more than the accuracy in using the language. Most likely it happens due to interactions of the students with authentic discourse and texts, not specifically adapted for the learners at A2: multiple sources of information created certain level of naturalness even when the skills in vocabulary, grammar, semantic field, spelling, speaking hadn't finalised yet and listening/reading comprehension hadn't been at its maximum.

So, according to the data, received in the course of the experiment, even those learners who didn't get the highest grades at the final test still showed the sufficient level of idiomaticity, boosted by the use of ICT and especially the resources of the Internet. Such variation of blended learning enables students to structure the discourse in the way native speakers do, gives them a wide range of specific prepositional expressions, including some formal cliches and lexical chunks, offers many social interaction means, allowing to choose appropriate phrasings in certain situations, and deals with the issue of combinability in English in the most natural way possible.

A second language speakers' idiomaticity may be regarded as one of the key criteria of language proficiency estimation. It involves both language accuracy and naturalness. Achieving foreign language idiomaticity means obtaining a native-like level of speech.

ICT means of achieving second language learners' idiomaticity have become a matter of current interest nowadays. The pandemic and computerisation have made technical means for studying more than attractive to both teachers and learners.

Several ICT means, including recently developed tools, which work on the AI algorithms, have proven their efficiency in the second language acquisition process. Free services for learning, web tools available online and virtual boards take the leadership among others.

In terms of idiomaticity, the means mentioned above allow to facilitate accomplishing naturalness and accuracy by learners. Yet, with the technologies constantly advancing and web resources improving, the issue of using ICT in the language training is not fully summarised nowadays, and leaves countless possibilities for the teachers and the students pursuing the language idiomaticity.

Since the security situation in Ukraine currently does not allow any offline studies, the teachers of our department are able to apply most of our developments from 2020-2021 in the synchronous and even asynchronous remote learning, making sure that, in spite of online mode of communication, the students still can use their second language fluently, accurately and with the sufficient level of both naturalness and idiomaticity.

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TECHNOLOGY OF FORMING THE FOREIGN LANGUAGE COMMUNICATIVE CULTURE OF STUDENTS OF TECHNICAL UNIVERSITIES BASED ON THE STUDY OF STYLES AND TRENDS OF WORLD LITERATURE

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ABSTRACT

Strengthening the potential of international integration of graduates of Ukrainian technical universities and their effective adaptation to the socio-cultural environment of industrialised countries requires the development, validation and implementation of educational technologies for training future specialists in such important for the national economy specialities as mechanical engineering, energy, chemical engineering, civil engineering, economics, ecology, transport, IT technologies. Intercultural communicative competence is formed in the process of studying a foreign languages and multicultural education. It is necessary to modernise the existing curricula for the study of foreign languages and cultures by introducing innovative elements that increase the level of preparedness of future professionals for international economic and technological interaction. A developed communicative culture presupposes a qualitative knowledge of languages, the achievement of which is to some extent hindered by students' poor understanding of stylistic norms of language, which are not taught in non-philological universities, and which is a frequent cause of errors in oral and written communication by future graduates. The study attempts to form stylistic skills of students of a technical university, the presence of which means the ability to clearly and distinctly express their thoughts, adhering to stylistic norms, to select and adequately use various stylistic means of the language in accordance with the communication situation. The development of stylistic skills was carried out on the material of English-language fiction, which is considered a rich resource for carrying out stylistic analysis of texts, developing students' communicative competence, and increasing their general cultural level.

KEYWORDS

Students of technical universities, foreign language, stylistic skills, fiction.

7.1 FEATURES OF THE COMMUNICATIVE CULTURE OF A TECHNICAL SPECIALIST

An important component of the general culture of a specialist is communicative culture, which involves the possession of competences in the field of organizing the interaction of communication subjects, which allows establishing personal and business contacts with other people, achieving understanding in the process of communication.

The main indicators of the formed communicative culture will be sociability, compliance with the norms of behavioral etiquette, the ability to overcome disagreements, and, of course, language proficiency as a component of social regulation and adaptation.

According to researchers of the features of professional communication [1], the communicative culture of a specialist involves a culture of behavior, an emotional culture, a general culture of speech and a culture of business communication, and the latter largely determines the effectiveness of professional activity.

The culture of behavior of an individual is formed in accordance with the ethical norms of society. Emotional culture includes the ability to regulate one's mental state, understand the emotional state of the interlocutor and establish emotional contact with him/her, overcome indecision, and show flexibility in communication.

General language culture involves observing the rules of speech behavior and following the norms of using correct language in any interaction situations. The culture of business communication is characterized by a number of additional requirements in relation to the general speech culture, such as mastering the terminology of a specific specialty, the ability to build a speech on a professional topic, the ability to organize and manage a professional dialogue, the ability to communicate with non-specialists on issues of professional activity, etc.

The scientists, such as J. Locke, J. Rousseau, M. Buber, T. Newcomb and others, laid the foundations of successful communication: tolerance and reflection of communication, emotionality and style of expression of thoughts, adherence to ethical norms, choice of the optimal style of information transmission, ability to adequately choose and implement effective strategies and tactics of communication in accordance with the current situation and in accordance with the individual characteristics of a person.

Communicative culture in the conditions of technical universities is purposefully formed primarily in the process of studying languages, which are the main element of communication. Languages, both native and foreign, contain significant potential for the formation of communicative culture, their study accounts for approximately half of the credits, allocated for normative disciplines of the humanitarian and socio-economic cycle in technical universities of Ukraine.

Studying business Ukrainian is relevant for technical universities, since, for example, all business and production documentation is drawn up in Ukrainian as the only state language, in addition, oral communication in Ukrainian in the production sphere after the start of the war with Russia began to dominate even in traditionally Russian-speaking regions of the country. As for a foreign language, in connection with globalization processes that affect almost all aspects of a specialist's professional and personal life, it has become obvious that the success of intercultural communication is largely determined by the cultural adaptability of individuals entering into international business relations: their tolerance, flexibility, ability to appreciate the beliefs of others and, of course, proficiency in the languages of intercultural communication.

Thus, the formed communicative culture of graduates of technical institutions of higher education, who in our time of rapid scientific and technological transformations represent a significant part of international partnerships, means: *knowledge* of the norms of oral and written literary language in the field of personal and professional communication, rules for drawing up business and production documentation and conducting business negotiations; the *ability* to logically and consistently formulate thoughts; to compose business letters, agreements, contracts in a foreign language, to use adequate means of speech depending on the communication situation; to exchange scientific and professional experience, to establish personal and professional contacts, to be professionally mobile; to express and defend one's point of view, to tolerantly perceive the opinion of the interlocutor, to conduct a discussion using methods of reasoned argumentation [2].

Let us separately highlight such a component of communicative culture as the culture of international communication – a phenomenon that has arisen only in recent decades and has its own characteristics. The culture of international communication is formed in the process of multicultural education, which can be defined as preparation for contact with another culture, adequate behavior in the conditions of a foreign culture, the formation of a transnational culture of the individual.

Versatile external contacts indicate that success in any type of international activity largely depends on the degree of preparation of its participants for intercultural communication, the formation of the culture of international communication, an important component of which is knowledge of both the culture of the partner country and the basics of speech culture as a set of such qualities that best affect the addressee depending on the specific situation, goals and objectives. These include: accuracy, clarity, correctness of language, its stylistic richness, diversity and expressiveness.

According to researchers, the culture of international communication means the ability to make the right choice [3]. Sociolinguists represent language as a kind of “tangle of codes”, from which communicants make a choice. The fact that communicative competence consists in skillfully operating a whole repertoire of codes is especially emphasized. The one who enters into intercultural relations must possess various formulas within each thematic group of speech etiquette in order to choose the most appropriate option, focusing on extralinguistic conditions of communication.

Language has many variations. In different communication situations, it is necessary to choose linguistic options for communication, adequate to the situation, which is impossible to do without knowledge of the stylistic norms of the language. Therefore, stylistics is considered as a study of the “appropriateness of language” [4], and the need to teach it potential participants in intercultural communication is beyond doubt.

7.2 APPROACHES TO THE FORMATION OF STUDENTS' STYLISTIC SKILLS DURING THE STUDY OF A FOREIGN LANGUAGE

As a rule, the end result of traditional foreign language education at a technical university is students' mastery of a certain vocabulary in everyday and professional spheres, basic knowledge of grammar and limited communicative skills for everyday and professional communication. At the same time, most students have practically no idea about the stylistic features of written and oral speech, which hinders the development of their ability to be effective communicators.

A real speech culture involves the ability to select language means, to operate freely with them, adhering to stylistic norms, accurately and in accordance with the communication situation.

As observations show, one of the main reasons for errors in written works and oral communication of students is poor mastery of the stylistic norms of the language being studied. Therefore, finding ways to improve the stylistic training of future professionals is an important task of teaching a foreign language.

Stylistics is a section of the science of language that studies the functional styles of language and the means of speech, used in accordance with a given style. Due to the limited amount of time, allocated to studying a foreign language at a technical university, the basics of stylistics can be taught in a parallel,

distributed manner, that is, in parallel with other aspects of the language and practically in every lesson, with the goal, on the one hand, to expand the linguistic horizons of students through the acquisition of stylistic knowledge, and on the other hand, to improve their practical skills and communicative abilities in various types of speech activity.

Based on the analysis of psychological, pedagogical and linguistic literature and the study of the accumulated experience of teaching stylistics, the content of the main stylistic concepts and the corresponding skills that students of a technical institution of higher education should master while studying a foreign language have been determined, and a methodology for teaching students basic stylistic concepts has been developed.

According to researchers, the object of stylistic analysis should be texts that belong to different stylistic and individual-author systems, and which reflect the processes of language development in a certain historical period [5].

The stylistic abilities and skills of students are based on the theoretical principles of linguistics, which considers such basic styles of speech as scientific, journalistic, official business, artistic, and conversational with their characteristic language resources.

Let us agree with the opinion of the authors [5] and expand the idea of what stylistic skills should be developed in students, namely:

- 1) identify stylistic means in the text;
- 2) conduct a stylistic analysis of literary texts representing different styles and directions;
- 3) characterize speech styles taking into account the literary norms of the language;
- 4) replace lexical units with appropriate synonyms depending on the style of speech and communicative situation;
- 5) produce texts of different styles, types and genres of speech;
- 6) correct, edit and improve written texts and oral statements of different styles.

The development of stylistic skills depends primarily on the construction of the learning process by the teacher, his/her ability to interest students in his/her subject.

As practice shows, the mandatory conditions for the successful development of students' stylistic skills are systematicity in teaching stylistics, an accessible explanation by the teacher, and a skillful selection of tasks and exercises.

In the methodology of teaching stylistics, stylistic skills are conventionally divided into two types:

- 1) skills related to the acquisition of stylistic means of speech;
- 2) skills that ensure the mastery of stylistically differentiated coherent speech [5].

To form the skills of both groups, it is necessary to use appropriate methods.

We used the following methods related to the acquisition of stylistic means of speech: the method of reporting stylistic data, which introduces students to the means of providing stylistic coloring of speech, its synonymous richness, the diversity of its expressive possibilities; stylistic analysis of words, constructions, text fragments; independent work on identifying stylistic characteristics of language means in a certain text.

The group of methods for forming stylistically differentiated speech skills involved creating a text in a particular style manner, using the method of correction, editing and improving the text.

Different types and kinds of exercises were used to form the stylistic skills of both groups.

According to the typology of the exercise, the following groups could be divided:

- exercises to demonstrate the functioning of stylistic resources of the language: phonetic, lexical, grammatical, syntactic;
- exercises, designed to recognize stylistic means in specially selected material;
- exercises, in which students independently select texts of different stylistic affiliation, characterize them and explain the appropriateness of using certain stylistic means;
- exercises on the use of certain stylistic means by students in their own language;
- exercises on editing someone else's and their own oral and written speech.

To conduct stylistic analysis, it is advisable to use the following types of exercises:

- analysis of texts belonging to different functional styles, finding those means that indicate a certain stylistic affiliation of the text;
- identification and analysis of stylistic means at the lexical, grammatical, phraseological, syntactic levels;
- selection of lexical units that have given stylistic properties;
- selection of speech turns that are optimal from the point of view of solving communicative tasks;
- use of language means that have stylistic properties in students' own coherent speech;
- composition of their own text of various stylistic and genre affiliations.

The following examples can be given as specific types of tasks:

Exercise 1. To what style of speech does a statement belong if it reports on the results of research, provides knowledge from a certain field of science, uses terms, the presentation is logical, accurate, and well-founded?

Exercise 2. Determine the style and artistic means of the given passage.

Exercise 3. Provide evidence to confirm that this passage is an example of a journalistic (scientific, artistic, colloquial, etc.) style.

Exercise 4. Read the text and find dialectisms (jargonisms, archaisms, neologisms, etc.) in it. What is their role?

Exercise 5. Identify stylistically neutral vocabulary in the given text.

Exercise 6. Read the epithets for the word "law". Which of them are terminological in nature and can be used in a scientific style, and which are used only in colloquial? (unconditional, great, eternal, omnipotent, harmonious, lifelong, universal, iron, historical, powerful, international, dry, wise, extraordinary, unchanging) [5].

Thus, in the process of studying stylistics, students develop skills in studying the nuances of language and decoding literary texts [6].

Thus, the main goal of studying stylistics at the university can be to master the stylistic norms of a foreign language, master knowledge about the features of functional styles, form the skills to select stylistic resources in accordance with the communication situation, and develop skills in the communicatively justified use of language tools in compliance with the etiquette norms of communication.

Fiction can be an inexhaustible resource for the formation of stylistic skills, its role and significance in the foreign language training of graduates of non-philological universities has long been clearly underestimated, and although in recent years there has been an increase in interest in literature as a rich source of material for studying a foreign language, technologies for including literature in the process of foreign language training of students of non-linguistic specialties at the university are still under development.

7.3 THE ROLE OF FOREIGN LANGUAGE FICTION IN THE FORMATION OF THE PERSONALITY OF A MODERN SPECIALIST

The formation of a personality, its spiritual culture is difficult to imagine without reading fiction.

Based on research on the role of literature in the formation of youth [7] and our own observations, we can indicate a number of reasons why reading fiction is useful for the general cultural development of a future specialist. Fiction forms a thoughtful reader, develops figurative memory, imagination, aesthetic taste, mental abilities, increases the culture of oral and written speech, enriches the emotional world of a person. Works of fiction contribute to the emergence of qualities that are carriers of positive, life-affirming energy. Under the influence of literature, the priority of a humanist, a patriot, a spiritually healthy personality is actualized. Art works give aesthetic pleasure and form moral qualities: optimism, readiness to overcome difficulties, the will to win and achieve the goal, etc. Given that a literary text as a phenomenon of art is a living organism, its impact on a person is always unpredictable. Sometimes a negative example from a work of art can work much more strongly than a positive one, contributing to spiritual purification, renewal, and moral hardening.

All of the above benefits of reading fiction apply equally to reading in native and foreign languages. We attempted to teach stylistics to students of technical universities using the material of fiction as a limitless resource for the formation of stylistic skills and communicative competence in general.

The primary task was to carry out a very careful selection of the content of the artistic material for educational purposes, both in the classroom and for independent work.

A survey was conducted among students of the Kharkiv National Automobile and Highway University (KNAHU) (117 people) to identify their literary preferences.

Students were asked to name their favorite literary genre and the book that made the strongest impression on them. 48% of respondents named detective and adventure literature as their favorite genre, 23% named science fiction (fantasy and fairy tales), 18% mentioned classics, and 11% indicated historical and "women's" novels.

As other studies show [8], in addition to fiction, the circle of preferences of young students also includes publications on psychology, philosophy, medicine, and political science. The average number of books read by students per year reaches twenty. Most students most often consider reading as "relaxation", "escape from reality", and "source of knowledge".

In addition, the vast majority of students' reading interests are made up of works by contemporary authors. Online audiobooks and publications, based on which films have been made, are also popular among the younger generation.

A characteristic feature of modernity is also that young people use innovative technologies in their reading activities, for example, social networks to discuss books, exchange impressions and recommendations on the choice of literary sources.

In the modern mobile society, the attributes of convenience prevail [9], so young people often read on electronic media, namely smartphones, tablets and e-books, often in transport, getting to work or study.

The answers to the question of which is better, a movie or a book, were distributed almost equally, with a slight advantage in favor of literature. This distribution indicates that for young people, modern technol-

ogies and visual images are important, but not key in their preferences. The majority of students still chose a book, and this is an indicator that the printed word, as before, occupies a significant place in the lives of the younger generation.

Continuing the analysis of our survey, it should be noted that, when answering the question of which book made the strongest impression on you, none of the respondents mentioned a detective hero. On the contrary, only works of serious fiction were mentioned and commented on in the answers. It turns out that detective novels and fantasy are readily and quickly "swallowed", but this is most likely a kind of mechanical, thoughtless reading, but the soul of young readers still responds only to truly highly artistic literary works.

As observations show, students who read fiction have a larger vocabulary, a broader horizon, and also use richer intonation, facial expressions and gestures when expressing their impressions of what they have read.

With educators' growing concern about the lack of reading skills among the younger generation [10], as well as a decline in interest in the content of foreign language programs [11], it is becoming increasingly urgent to find ways to diversify this content and make it more attractive by including fiction in it.

The rapid pace of globalization also creates a demand for people who are fluent in several languages and who can navigate in real communication situations using authentic language and cultural knowledge, which means that the formation of these skills should be given special importance [12].

The emphasis on the development of intercultural communicative competence has led to increased attention to literature as a language resource that provides both authenticity and multicultural knowledge and interesting content [13]. Recent Council of Europe documents on language learning also recognize the importance of literature for their study, which has found its place in the updated CEFR descriptors [14].

The authors [9] explain the serious decline in interest in reading books, particularly among students, by the development of modern technologies, which has led to new negative trends in the cultural environment. The latest models of using mass media and methods of electronic communication (blogs, short information texts, social networks) have led to a low level of awareness of the importance of the process of reading books among young people.

Recently, teachers from different countries of the world have noted that students are unable to convey their feelings and emotions regarding the text they have read. They are unable to properly analyze the text due to the lack of analytical reading skills. There is a general decrease in interest in reading and insufficiently developed communication skills. Teachers are faced with the question: in what form and in what volumes should students of non-linguistic faculties read fiction in a foreign language, including classical literature, since it is the language of works of art that allows them to learn the picture of the world, involving students in the values of other peoples and promoting intercultural integration [14].

Literature is an "open window" into the cultures of the world, which helps students better understand the "other" and also increase their intercultural competence, and a literary text with its rich stylistic diversity can evoke a wide range of emotional reactions in young people [15].

Of course, preference should be given to authentic foreign language resources. When working with literary texts, intended for teaching a foreign language, a teacher faces a number of questions, for example, how to take into account lexical and cultural aspects when selecting texts [16], what criteria should be used when choosing a literary work, what skills will students acquire after working with such material.

Any teacher who has experience in working with fiction in a foreign language can confirm how difficult it is to select texts for reading taking into account their accessibility for students, that is, the ability of those who study to overcome lexical, grammatical and syntactic difficulties. For example, reading a text from classical literature, which contains an excessive number of archaisms and complex stylistic constructions, can reduce interest and motivation for further reading. It is also necessary to take into account the degree, to which the text is filled with information that constitutes natural background knowledge, and which should be understandable to the student and resonate with his/her interests. As our experience shows, the use of works by authors of the 19th-21st centuries is most effective in teaching a foreign language, since they are chronologically closer to our time, arouse greater interest in students and encourage them to participate in discussions and express their own attitude to the events described. However, it is advisable to find a balance between the texts of classical and modern authors. That is, important criteria for selecting works of fiction are the correspondence of the lexical and syntactic complexity of the text to the level of language training of students, as well as the correspondence of the content of the text to the interests of the student reader.

Thus, reading authentic literary texts by famous writers acquires special importance in teaching a foreign language as a means of communication and studying the heritage of world culture using interactive and socio-cultural approaches. We offer our experience in teaching reading fiction in English at a technical university, the purpose of which is to instill in students a taste for literature, develop the habit of constantly reading and discussing literary works, and form the skills of stylistic analysis of a literary text.

7.4 INTEGRATION OF STYLISTICS AND FICTION IN THE COURSE OF TEACHING A FOREIGN LANGUAGE

Researchers of the potential of fiction believe that literature is a huge mass of created texts that can act as an activator of acquiring language knowledge and skills, intercultural awareness and motivation [17].

Recently, literature has increasingly been perceived as a rich source of means for teaching a foreign language. There is a steady trend towards the integration of language and literature teaching at all levels of language learning. This trend is the result of the recognition of the role that literacy, multiliteracy and multimodality play in people's lives in the 21st century. Respectable bodies, such as the Council of Europe or the Modern Language Association, recommend combining literature and language learning in order to promote the formation of translingual and transcultural competence of learners. Literary texts can be used not only for the development of communicative and intercultural competence, but also for the personal and social growth of an individual [18]. The authors [19] propose to introduce integrated language and stylistic studies, the study of linguistic and expressive elements of language, into language teaching curricula. Such a combination of language and literature can not only involve students in text-based analytical activities, but also raise the level of linguistic competence and broaden their horizons.

Reading literary texts focuses students' attention on both the content and the form of a work of art, thus contributing to a comprehensive study of the language. However, if literary texts are to become an integral part of language learning, teachers themselves should learn how to select literary texts, how to

use these texts in class, how to accustom students to stylistic analysis of the text, how to motivate them to independently read in a foreign language.

A course was developed for students of various specialties of the KNAHU (65 people), covering different directions and styles of fiction. Perhaps the most important and most difficult task was to select authors and relevant texts from a huge number of brilliant literary works, so that students would experience positive emotions while working with them and be motivated to continue independent reading of fiction in a foreign language. The themes and plots of the selected texts had to be interesting to students and evoke their emotional response.

The experience with various texts shows that short stories, excerpts from novels, poetic works, and excerpts from dramatic plays are most suitable for educational purposes. The language of the selected texts should correspond to the language level of the students. For example, the texts of ancient and medieval literature are quite complex and contain a lot of archaic vocabulary, so it is advisable to choose texts that are characterized by the turns of modern language, while it is necessary to familiarize students with all literary eras and trends at least superficially.

We selected 30 masterpieces of world literature by different authors, representing different eras, styles, and trends, starting from antiquity and ending with the beginning of the 21st century. The cycle included such works as "Iliad" by Homer, "Hamlet" by W. Shakespeare, "Jane Eyre" by S. Bronte, "The Count of Monte Cristo" by A. Duma, "The Picture of Dorian Gray" by O. Wilde, "The Great Gatsby" by F. Fitzgerald, "1984" by J. Orwell, "The Unbearable Lightness of Being" by M. Kundera, "The Name of the Rose" by U. Eco, "One Hundred Years of Solitude" by G. Marquez and many others.

The section, dedicated to a separate author and his/her work, contained a brief review of the work (Summary), a small piece from the work in English (Excerpt), a short biography of the author (The author's short bio). This material was worked out by students independently, and in class they performed tasks to understand the content of the work and stylistic analysis of the excerpt and participated in a discussion of the read material (Discussion questions).

The tasks for each section were developed taking into account certain theoretical provisions. Exercises based on a literary text, including stylistic ones, were divided into three types: pre-text tasks, tasks performed during reading, and post-text tasks. Pre-text tasks focused on students' background knowledge, asking them questions about the author of the work, the period of history, in which he or she wrote, and offering some introductory information about the story or passage of a novel that was to be read, stylistically analyzed, and discussed.

Tasks, performed during the reading process, were aimed at helping students understand the text as a whole, asking questions, such as "Who?", "What?", "Where?", "When?", "Why?", etc. At this stage, students answered the teacher's questions about the content of the text, summarized it, and completed exercises to check their reading comprehension.

As studies [20] show, at this stage of working with the text, it is useful to use open and closed questions. Closed questions test understanding of the general content of the text and require a short answer. Open questions suggest a more in-depth penetration into the essence of the text, the ability to reveal its details and give your own comment.

Effective tasks at the post-text stage are the so-called restorative tests (cloze tests, i.e. tests, in which some words are replaced by blanks), which help students predict possible lexical combinations and increase linguistic awareness. To check the correctness of understanding a specific word, statement, phrase, fragment of the text, paraphrases, periphrases, selection of synonyms taking into account the context, etc., can also be used.

Another effective way to check understanding of the text is a multiple-choice test. This is not only a convenient tool for studying synonymy, collocation and lexical specificity, but also a useful apparatus for studying the relationship between vocabulary and register [21].

Post-text tasks also included stylistic analysis of the text using methods of pedagogical stylistics, which not only studies how stylistic devices can enrich literature and language, but also helps students expand their aesthetic experience and increase language awareness. Pedagogical stylistics is used to analyze literary texts, helping students identify and understand the language structures and creative techniques inherent in specific authors [22].

We used pedagogical stylistics methods to combine linguistic and literary studies, which gave students a valuable tool for understanding and analyzing the linguistic and expressive features of texts.

Language is often compared to a code and, like any code, consists of several levels. In addition to the semantic level, there are levels, such as vocabulary, grammar, phonology, and graphology, which together create the "giant edifice of language". Accordingly, style can also be analyzed at different levels of language, such as phonology/graphology, vocabulary, grammar, and semantics, and any linguistic choice is a potential stylistic marker [23].

Given such a multi-level composition of language, we offered students various tasks for stylistic analysis of the text, for example:

- 1) identify the types and functions of phonostylistics;
- 2) read a famous poem and identify the linguistic means of realizing the author's emotional mood;
- 3) identify the types and stylistic functions of lexical units belonging to the literary layer;
- 4) identify the types and functions of grammatical transpositions;
- 5) compare idioms with their actual meaning;
- 6) analyze examples of secondary nomination;
- 7) identify the types and functions of tropes of quality and quantity;
- 8) indicate cases of metaphor (metonymy, epithets, antonomasia, oxymoron, etc.);
- 9) determine the types and functions of syntactic expressive means based on redundancy;
- 10) characterize lexical and syntactic means that contribute to creating the effect of tension, etc.

The next stage was the transition from receptive activity based on factual material to productive and creative activity, which involves discussion and production of one's own point of view.

There is an opinion [9] that reading is a complex type of speech activity, which has two aspects: technical (reading skills) and creative (highlighting the necessary information in the text), and the most common difficulties that most students encounter when understanding, interpreting and analyzing text information are difficulties, associated mainly with focusing attention on valuable information, highlighting the main points, structuring what is read, the ability to critically perceive information, and formulate an attitude towards a literary work.

To teach argumentative statements based on the read text, some authors [20] offer a kind of technical tasks for filling in tables using quotes from the text that confirm (arguments “for”) or refute (arguments “against”) a particular statement or fact. However, probably the most effective way to encourage a student to express his/her reaction to what he/she has read and to express his/her opinion and assessment is an educational discussion.

Numerous theories of personality formation claim that personalities are formed by interacting with each other. The nature of this interaction is influenced by various individual characteristics, but a person is formed primarily on the basis of his/her own experience of activity and is an active subject of his/her formation and development.

According to S. Krymsky, the basis of the spiritual inquiries of our era is the principle of dialogue – a principle that turned out to be an immortal contribution of Socrates to the common cultural treasury of humanity. Socrates was the first to conclude that it is necessary not so much to express wisdom oneself, but to promote the expression of it by other people. Wisdom requires a dialogue, in which the goal is not to assert the one-sided rightness of one of the participants and no less one-sided recognition of the falsehood of the other’s position, but to make the opponents realize the Third World of truth, which is of equal value to them all and which is impossible without adopting the principle of tolerance. Its spiritual essence is reduced not so much to the slogan of tolerance as to the requirements of understanding the other [24].

Moreover, not just dialogue is important, but dialogue-polemic, which touches the inner strings of a human and contributes to the moral formation of the personality.

Dialogue most often takes place in the form of discussion as one of the forms of communication in natural conditions of contact as well as educational discussion, which is widely used as a methodological technique in education.

For most methodologists in the field of teaching foreign languages, it is obvious that it is impossible to achieve the development of students’ unprepared speech skills based only on reproductive exercises with a given content. It is necessary to encourage them to speak spontaneously and to provoke value reflection by debating discussion questions that encourage students to think about the importance of values for themselves.

The main goals of educational discussion are the development of critical thinking, the formation of discussion culture, mobility and flexibility of thinking, and the improvement of communication skills.

The characteristics of the discussion are the tolerant coexistence of different opinions on the issue under discussion, independence of judgments, the ability to criticize the opinion of another without exerting pressure, encouraging the participants in the discussion to find a common opinion or solution.

In organizing a fruitful discussion, the role of the teacher is very important, he/she not only coordinates the process of developing skills and abilities, but also forms a willingness to responsibly solve a problem situation, and contributes to the formation of social relations between group members [25].

The main goal of the discussion within the proposed integrated course is the formation of the entire complex of competences that constitute reading communicative competence, and as a result, the communicative culture of students, taking into account the specifics of teaching language and literature.

As an example, we will give tasks for selected works by different authors at certain stages of working with a literary text:

1. Task "cloze test".

Read the following abstract from the summary of J. Austen's novel "Pride and Prejudice" and fill in the blanks with the appropriate words from the box:

accuses
squandering
couple
proposes
revelations
refuses
fortune

While visiting the now-married Charlotte, Elizabeth sees Darcy, who professes his love for her and A surprised Elizabeth ... his offer, and, when Darcy demands an explanation, she ... him of breaking up Jane and Bingley and of denying Wickham his inheritance. Darcy subsequently writes Elizabeth a letter, in which he explains that he separated the ... largely because he did not believe Jane returned Bingley's affection. He also discloses that Wickham, after his inheritance, tried to marry Darcy's then 15-year-old sister in an attempt to gain possession of her With these ... , Elizabeth begins to see Darcy in a new light.

2. Task on stylistic text analysis.

Find the examples of metaphors in the following abstract from E. Poe's "The Fall of the House of Usher":

During the whole of a dull, dark and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens I had been passing along on horseback, through a singularly dreary tract of country; and at length I found myself, as the shades of evening drew on within view of the melancholy House of Usher. I know not how it was — but with the first glimpse of the building, a sense of insufferable gloom pervaded my spirit.

3. Tasks on multiple choice.

Complete the following facts from E. Hemingway's biography with the appropriate endings:

1. E. Hemingway is famous for his ... :
 - a) love stories;
 - b) terse, direct style;
 - c) irony and humour.
2. His favourite sports were ... :
 - a) hunting, fishing, and bullfighting;
 - b) cricket, golf, and tennis;
 - c) rock climbing, boxing, and motor racing.
3. He won a Pulitzer prize for ... :

- a) the "Whom the Bell Tolls";
- b) the "Snow of Kilimanjaro";
- c) the "Old Man and the Sea".

4. Toward the end of his life he suffered from ... :

- a) cancer;
- b) diabetes;
- c) depression.

4. *Example of discussion questions.*

Discussion questions to G. Orwell's "1984":

1. What are the most important themes of the novel?
2. Is Winston consistent in his views and behaviour?
3. Is he a strong character?
4. Does the story have a happy end?
5. What is the main purpose of the novel?
6. Why can this novel be related to dystopian literature?
7. Could the story have happened in any other place and in any other time?
8. How does "1984" relate to contemporary politics/society?
9. Why do you think words like "Big Brother" and "Thought Police" have entered into our everyday lexicon?
10. What may scare us about the future Orwell describes?
11. What do you think it can mean that Oceania is constantly at war with someone? What point is Orwell trying to make?

12. In what disturbing way is technology used by Big Brother and the Party? Does it remind you of any present-day technological issues?

13. What warnings can we take from Orwell's novel?

After completing the described course, we checked the quality of knowledge, which characterizes the effectiveness of students' acquisition of knowledge in the field of stylistics and fiction. Quality indicators are usually considered to be such properties as completeness, depth, efficiency, flexibility, specificity, generalization, compactness, expansion, systematicity, integrity, awareness, strength, etc.

We focused on the *completeness* of knowledge, which is not only the volume of learned program information, it is also an integrated indicator of a person's general erudition as a manifestation of "readiness", thorough acquaintance and deep knowledge in the field of literature and stylistics. Therefore, the completeness of knowledge was determined by the number of facts of fiction, known to the student, and theoretical information in the field of stylistics, which correlate with the completed cycle of classes.

To measure the completeness of knowledge, acquired during the study of the integrated course of fiction and stylistics, a generalized test of knowledge of the directions and styles of works of art that students were introduced to in the proposed course was used.

If 24% of students successfully coped with the testing before starting the course, that is, scored more than 75 points out of 100 possible, then after completing the course this indicator was already 83%, which testifies to the effectiveness of the proposed approach to working with literature and stylistics.

7.5 DISCUSSION OF THE RESULTS OF SECTION 7

One of the indicators of a high level of professional and personal development of a future specialist is his/her communicative culture, which is manifested in the formed communicative competence.

Today, the main emphasis in foreign language study programs at technical universities is on grammar, which reveals the structural foundations of language and the diversity of its forms, and the development of certain skills and abilities of practical language proficiency in everyday and professional spheres. At the same time, the development of students' stylistic skills is practically not provided. Namely, they can make the graduate's speech, both oral and written, much richer and higher quality, since stylistics considers the expressive capabilities of language units at different levels: sounds, phonemes, morphemes, lexemes, phraseological units and syntax in texts of different genres and styles, and ensures the adequacy of the language to the communication situation.

Stylistics is a branch of linguistics that studies functional styles and language techniques, used by a particular style. Often, poor knowledge of stylistic norms is the cause of annoying errors in students' oral and written communication, so finding ways to increase their stylistic awareness is one of the important tasks of teaching foreign languages in higher education institutions. The purpose of studying stylistics is to master the stylistic norms of a foreign language, gain knowledge about the features of functional styles, and develop skills in selecting stylistic means in accordance with the communication situation. The formed stylistic skills involve the ability to clearly and distinctly express one's thoughts and emotions, adequately use a variety of semantic, stylistic, orthoepic, and grammatical means of speech, and select language means in accordance with the situation. Stylistics studies both different styles of speech and the individual characteristics of different writers, and the expressive means of speech, used in their works. For more effective acquisition of a foreign language and development of the general culture of students, it is necessary to master the socio-cultural component of a foreign language, which is provided to a large extent by reading fiction in a foreign language. By reading stories, excerpts from novels by famous writers, and poetry, students deepen their knowledge of the language, develop artistic taste, learn to analyze and summarize what they have read, and argue their point of view.

Fiction, being an integral part of the culture of mankind, can be considered as an important component of the general cultural preparation of students of technical universities. Through reading works of art, students become involved in the fundamental values of culture, expand their cultural and cognitive interest, and grow in spiritual and emotional terms.

The task of the integrated course of stylistics and literature at the university is not only to familiarize students with the features of the functioning of language in various spheres of communication, to provide systematic knowledge about the features of functional styles of language, to form the skills and abilities of communicatively justified use of stylistic resources depending on the language situation, but also to give an idea of the author's style of famous writers, to form a culture of language, to expand the general cultural worldview.

It is expected that in the process of studying stylistics and literature, students can achieve the following specific results, namely:

- master the stylistic norms of literary language;
- distinguish between the main genres and characteristic language means;

- select samples of different functional styles from the mass media, scientific articles, and works of art;
- conduct a business conversation; prepare a resume, business letter, announcement, report, interview, article, correspondence, review, essay, presentation, advertisement, public speech;
- analyze mass media texts, advertising language, speeches of writers, politicians, and scientists;
- perform stylistic analysis of the text;
- select language tools depending on the intention of the statement, style, and genre of the language;
- edit texts of different styles;
- identify the features of an individual author's style;
- find examples of the use of stylistic techniques in literary texts: alliteration, assonance, synonyms, antonyms, anachronisms, etc.

The task of the stylistics course at the university, based on a variety of literary texts (e.g. novels, poems, plays) is to introduce students to the individual style of the writer, to cultivate the need to read and study literature, to cultivate respect for the literary language and the culture of the language.

We develop students' stylistic skills through the systematic practice of stylistic analysis, an accessible explanation of stylistic techniques, and a rational selection of exercises for stylistic analysis of the text.

Using the theory of stylistic analysis in teaching a foreign language and literature allows us to significantly improve students' ability to use the language in practice. When teaching English based on stylistic analysis, we organize learning by combining reading materials with their analysis at the phonetic, lexical, syntactic, grammatical, contextual, and discursive levels.

Reading literary texts creates space for discussion by participants in the educational process. It allows students to analyze and interpret the author's thoughts, express their point of view and predict the further development of events or the ending of the story, using the acquired stylistic skills. All this increases the motivation of students to study a foreign language and read fiction.

A variety of literary texts can be used to evoke a wide range of reactions in students, as well as help develop their analytical skills and critical thinking.

In the future, it is possible to further develop a scientifically based system for forming stylistic skills of students of technical specialties; improve methods and techniques for forming and developing their stylistic skills when working on various genres; study the problem of interdisciplinary connections in teaching the stylistics of native and foreign language.

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MODERN TECHNOLOGIES FOR USING EDUCATIONAL INTERNET RESOURCES IN THE PROCESS OF LANGUAGE TRAINING OF FOREIGN STUDENTS

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ABSTRACT

In today's conditions of globalization and digital transformation of society, the latest information technologies are increasingly integrated into various aspects of our lives, including the educational process. One of the key priorities for the development of higher education is the active implementation of modern information and communication technologies, which contribute to increasing the efficiency of learning, accessibility of knowledge and individualization of approaches to students. These technologies are of particular importance in the context of studying the Ukrainian language as a foreign one. Higher education institutions of Ukraine and language schools focus their efforts on improving methods based on the use of information resources and Internet capabilities. Such methods make learning more interactive, dynamic and responsive to the needs of a modern student who is often looking for flexible and convenient forms of learning. The use of digital platforms, educational applications, online simulators and multimedia materials contributes to the formation of language competences, in particular the development of reading, writing, listening and speaking skills. Thus, the development of methods for using Internet resources in the process of studying Ukrainian as a foreign language is not only relevant, but also necessary for teaching foreign students.

KEYWORDS

Educational technologies, Internet resources, Ukrainian as a foreign language, foreign students, language training.

8.1 THE IMPORTANCE OF USING EDUCATIONAL ONLINE RESOURCES IN THE PROCESS OF LANGUAGE TRAINING OF FOREIGN STUDENTS

In recent years, access to full-time education in Ukraine has become significantly more difficult due to a number of circumstances. Foreign students who previously came to Ukraine to receive education are now deprived of this opportunity. At first, this was hindered by quarantine restrictions, and now – by war. However, interest in Ukrainian education among foreigners remains high.

The desire of foreigners to learn the Ukrainian language is also relevant now. The growing interest in this is facilitated by the changing role of Ukraine in the international political arena and the growth of the country's popularity as a whole. Although now, unfortunately, this is happening under sad circumstances. Ukrainian politicians, scientists, educators, representatives of various industries visit European countries to master their experience and spread their own. The exchange of experience most often takes place using the intermediary language, English. However, at the same time, for representatives of European states,

knowledge of the Ukrainian language has become a matter of prestige: the ability to understand the interlocutor in his/her native language. In this context, the ability to learn the Ukrainian language remotely is becoming more and more urgent, and therefore education that would include a large number of Internet resources that would be useful as additional material when learning the Ukrainian language as a foreign one both during online learning and for a distance format comes to the fore.

Thus, the development of educational resources and the creation of convenient online platforms, as well as mastering the technologies for using existing educational Internet resources for learning the Ukrainian language, is an important step in meeting the needs of foreign students and all those wishing to master the Ukrainian language.

In our study, we relied on the work of a number of scientists who studied the problems of using educational Internet resources and the Internet in the process of learning a foreign language. These are such scientists as: I. Kostikova, R. Milrud, E. Polat, V. Safonova, P. Sysoev, O. Khodakevych and others. Special attention was paid to research into the effectiveness of using Internet resources in teaching Ukrainian to foreign students. In particular, O. Vdovina, T. Fomenko, G. Temnyk, T. Melnychenko, L. Kalinichenko, L. Vavetskaya, L. Savchenko systematized, grouped and analyzed Internet resources for studying Ukrainian as a foreign language in order to effectively use Internet resources and Internet pages when studying and teaching Ukrainian as a foreign language.

Recent scientific research reveals practical experience in using online resources in the process of teaching Ukrainian as a foreign language. In particular, the researcher O. Vdovina was engaged in the systematization, classification and analysis of Internet resources, aimed at learning the Ukrainian language, and also identified the key advantages of using multimedia tools in this context [1]. At the same time, the problem of assessing the effectiveness of using educational Internet resources in language training of foreign students still requires further study.

The purpose of our research is to study the didactic capabilities of Internet resources, in particular educational sites, platforms, mobile applications, etc., the feasibility of their use in the process of teaching Ukrainian as a foreign language, as well as to prove the effectiveness of introducing such educational technologies into the educational process.

Technological innovations play an important role in the transformation of educational systems at all levels, contributing to their development and improvement. Studying the impact of modern technologies on learners, teachers and educational institutions is a key task for creating effective strategies for managing and integrating technologies into the educational process. One of the main problems of modern education is the need to adapt to new teaching methods based on innovative curricula and approaches. These methods should correspond to learning theories and ensure the formation of a creative and supportive environment for teachers and learners. Such an environment should not only facilitate the learning process, but also make it more interactive, motivating and inclusive.

Modern technologies significantly expand access to knowledge and information for teachers and learners, giving them the opportunity to grow in conditions of rapid information progress. Innovative tools contribute to obtaining the necessary data in any field, which makes the learning process more accessible and effective [2].

An integral part of modern education is educational web resources. Electronic educational resources occupy an important place in the educational process, performing an educational and methodological function and serving to support the educational activities of pupils, students. They are an integral part of the information and educational environment, which contributes to the modernization of the educational system and increasing its efficiency. The use of modern web technologies opens up new opportunities for improving the educational process, making it more interactive and accessible. In this context, the informatization of education is not only inevitable, but also a mandatory stage of its development.

Electronic educational resources (EER) are learning, scientific, informational and reference materials, created in digital form and presented in the form of text, graphic, audio, video or combined information. They cover various aspects of a certain subject area of education and are aimed at supporting the educational process, the formation of knowledge, skills and abilities of education seekers. The main goal of creating EER is to modernize the education system, fill it with relevant content and ensure equal access to quality education for students of all forms of education. Thanks to the use of information and communication technologies (ICT), educational electronic resources become a powerful tool in implementing the tasks of innovative development of education. The importance of EER lies not only in their ability to expand access to knowledge, but also in their impact on the transformation of teaching methods and forms. Digital resources contribute to the interactivity of the educational process, individualization of the approach to each student and provision of a high-quality learning environment that meets the challenges of modern society [3]. EER have become an integral part of the educational process, performing an important educational and methodological function and meeting the needs of educational activities. They are rightly considered one of the key elements of the information and educational environment.

8.2 CLASSIFICATION AND SYSTEMATIZATION OF MODERN ELECTRONIC EDUCATIONAL RESOURCES

Modern use of the Internet completely changes the content, methods and organizational forms of the learning process. The main tasks of using modern Internet resources in the process of learning foreign languages are to intensify the learning process and improve its quality, develop the creative potential of students, diversify the learning process and increase the efficiency of students' independent work [4].

Returning to the issue of studying the Ukrainian language as a foreign one, at the present stage it is simply impossible to imagine this process without the use of modern Internet technologies. The didactic capabilities of Internet technologies and the feasibility of their implementation in Ukrainian as a foreign language classes are obvious. Internet technologies can be used in classes to search for additional information on the topic being studied, to collect data for the purpose of creating a multimedia presentation, to check the level of students' knowledge (working with various online tests), to work with online dictionaries, etc.

When using Internet technologies in working with students, it is necessary to take into account that each person has individual differences in the ways and styles of perceiving and assimilating information, which over time become more pronounced due to the acquisition of experience and age-related changes [5]. This means that the educational process must be adapted to the diverse needs and

characteristics of students. The use of various teaching methods and techniques allows for the most effective delivery of educational content to each student, contributing to the realization of their individual potentials [6]. In particular, for students who mainly perceive information through hearing (verbal perception), it is especially important to provide material in the form of oral explanations, lectures, discussions or audio materials [7]. On the other hand, those who are predominantly visual in perception better absorb information through the use of graphs, diagrams, presentations, videos and other visual aids. In this case, the use of visual demonstration of educational material is critically important.

In addition, methods that include an activity approach and associative-emotional presentation of information are effective. The use of games, practical tasks, interactive exercises and other active forms of learning helps to stimulate students' interest and maintain their activity in the learning process. Such techniques not only facilitate the assimilation of knowledge, but also contribute to its consolidation, as they create a positive emotional background and allow participants to practically apply the acquired skills. Thus, focusing on the individual characteristics of each student, combining different methods of presenting material and involving active forms of learning make the educational process more effective, inclusive and interesting for all participants [8].

When studying existing Internet resources for learning the Ukrainian language as a foreign one, it is worth focusing on their classification and types of orientation to different types of activities, because each of them is designed to form and practice different language skills in a student.

A general list of existing platforms for learning the Ukrainian language is presented on many sites and platforms. In particular, on the platform "Authorized person for the protection of the state language" we find a catalog of Online resources for learning the Ukrainian language [9].

Let us consider the general division of educational Internet resources by their focus:

- catalogs of educational resources (electronic libraries);
- platforms for online courses (Prometheus, EdEra);
- sites to support the study of the subject (Learning Apps);
- electronic textbooks;
- web encyclopedias;
- online dictionaries (Gorokh, GRAC);
- educational video channels (All-Ukrainian School Online);
- services for creating presentations (Canva);
- services for testing knowledge of the subject (Kahoot, Language DNA of Nation).

Having analyzed the available Internet resources, teachers selected those that are the most effective and useful for learning Ukrainian as a foreign language. For ease of use, they systematized these resources, conditionally dividing them into several groups: mobile applications for learning Ukrainian, free online courses, Internet platforms, websites, YouTube channels, pages on social networks and Internet forums [1].

T. Konivyt'ska, L. Verbytska, O. Pylypets created a typology of electronic resources for learning Ukrainian according to a different principle: the most popular and free electronic resources were identified and grouped [10]. In general, these scientists identified the following groups: language courses on online educational platforms, language schools and author's courses on social networks, thematic YouTube

channels, mobile applications, as well as Telegram channels, author's blogs, which, as a rule, complement these online platforms and author's projects, etc.

Each group contains many Ukrainian language information resources that can be useful for different levels and stages of mastering the Ukrainian language.

8.3 CHARACTERISTICS OF EXISTING INTERNET RESOURCES AND RECOMMENDATIONS FOR THEIR USE IN THE PROCESS OF STUDYING THE UKRAINIAN LANGUAGE BY FOREIGN STUDENTS

The use of Internet resources in the process of studying the Ukrainian language as a foreign language has a number of advantages. Among them are the ability to choose the most convenient format for presenting information (text, graphic), audio support for illustrated materials, thematic structure, variability of difficulty levels, an author's approach to testing knowledge, as well as flexibility in choosing the time and place for learning. The teacher also recommends additional Internet resources to the student, focusing on the level of his/her language proficiency.

Thus, when studying the language with foreign students at the initial level, online dictionaries and translators will be useful, first of all; video and audio materials with examples of pronunciation of certain sounds, syllables, words; simulators for practicing the studied material, etc.

Turning to the consideration of reference electronic resources on the Ukrainian language, it is worth noting that scientists have already made attempts to describe, analyze, systematize and group existing reference books of this direction according to various principles [11, 12]. Let us mention only some of them.

In particular, on the national platform for studying the Ukrainian language of the Ministry of Culture and Information Policy of Ukraine we find a list of the most popular resources for interpreting Ukrainian words, searching for equivalents of borrowings in the Ukrainian language, Ukrainian word usage, etc. [13]. For example, online explanatory dictionaries such as the "Portal of Ukrainian Language and Culture" [14] or the academic explanatory dictionary "Dictionary of the Ukrainian Language" [15], or "Current Spelling of the Ukrainian Language" based on the educational platform "Discourse" [16].

Linguistic portal "MOVA.info" [17]. An information and reference portal on the Ukrainian language, the purpose of which is to carry out reference and information work on the Ukrainian language and Ukrainian linguistics on the Internet. The portal presents dictionaries, spelling, context of word use, etc. The project was created by employees of the Institute of Philology of Taras Shevchenko University of Kyiv.

A large number of reference resources are presented in the online library "Gorokh" [18] – the only platform where the most useful dictionaries of the Ukrainian language have been collected. Applying to this site will allow the student to obtain extensive information about a particular lexeme: explanation, word inflection, pronunciation, synonyms, translation, frequency of use, etymology, cognate words, use in phraseological combinations, possible rhyming options.

Finally, "GRAC" [19] – the general regionally annotated corpus of the Ukrainian language – a large, representative, structured collection of texts in the Ukrainian language, accompanied by a program that allows you to build your own subcorpora on the basis of the corpus, search for words, grammatical forms

and their combinations, as well as process the search results, sort, make balanced samples and obtain various statistical information.

The corpus is intended for use in studying the language at an advanced or high level. However, we believe that it can also be useful for beginners when searching for the context of the use of certain Ukrainian words [20].

It is worth focusing on audio recordings and videos as a practice for listening and perceiving the language. On the basis of modern textbooks, auxiliary digital resources are increasingly being created – audio for listening and further performing exercises, and less often video materials. However, we consider the creation of sites for self-study of Ukrainian, the video materials of which can be used from the first steps of mastering the language, to be a promising idea.

An example can be the already existing platform Ukrainian Lessons [21]. Its author, G. Ogoyko, invites everyone who wants to start learning Ukrainian, improve their language skills and discover Ukrainian culture for themselves. This website makes the process of learning the Ukrainian language easy, accessible and interesting for foreigners, offering a variety of free educational materials. The site features podcasts, texts, and blogs aimed at both beginners and those seeking to improve their knowledge. The interactive platform allows students to choose the language proficiency level that best suits their needs: from Beginner to Elementary to Advanced.

The teaching materials consist of audio episodes, thematic blogs and are accompanied by multimedia elements: music, video, pictures. Each lesson is divided into four parts:

1. Dialogue or text in Ukrainian (for example, "At the grocery store").
2. Explanation of grammar in English (for example, rules for using the genitive case based on vocabulary from the dialogue).
3. Practical exercises to consolidate the material.
4. Cultural information that introduces students to traditions, customs and speech etiquette.

For convenience, the lessons are available on popular platforms, such as Apple Podcasts, Spotify, Google Podcasts, etc. New audio lessons are published every week, helping students improve their listening, pronunciation, intonation and expand their vocabulary. In addition to language aspects, the site provides an opportunity to get acquainted with the history of Ukraine, its cultural traditions, national holidays and other interesting topics.

A special feature is the presence of modern and folk songs with translations, which are posted on the blog, as well as transcripts of audio recordings, which contributes to better assimilation of the material. Thanks to the integration of various methods and approaches, this resource turns the process of learning the Ukrainian language into an exciting journey, helping students not only to master the language, but also to better understand Ukrainian culture. As for video materials, for this purpose we consider it appropriate to refer to the lessons that are freely available on the Youtube platform by the interactive online courses in the Ukrainian language "E-Mova" [22]. In our opinion, video explanations of the first topics of the course are appropriate. The lessons are designed for users who speak Russian but want to speak Ukrainian. However, the first topics are also great for beginners (of course, with comments and help from the teacher). The course begins with an explanation of sounds, pronunciation rules for vowels and consonants. And this is a great example of audio and video perception for beginners. The first topics will also be useful for foreigners in mastering basic vocabulary: Lesson 4. Getting to know each other, or What's your name?;

Lesson 5. Greetings. Addresses. Etiquette formulas; Lesson 6. Time and period. Months; Lesson 7. Weekdays and weekends; Lesson 8. Weather; Lesson 9. My family; Lesson 10. My profession.

As an educational language course, you can refer to useful videos that can be found on the Youtube channel "Ukrainian Spelling Trainer" [23]. In particular, the videos, created by the authors about the Ukrainian literary pronunciation of vowels and consonants, are very apt. Special attention is paid to the letters and sounds [ґ], [и], [і], [ї], [ї], [и] and others.

Free educational course "MovTy" [24] is located on the basis of the educational portal "EdEra" [25]. The course is aimed at studying the Ukrainian language, finding motivation to overcome the language barrier and start speaking Ukrainian. Also, on the basis of the "EdEra" platform, students will be able to expand their knowledge of Ukrainian culture by learning more about Ukrainian holidays and traditions such as: "Know your Ukraine. Kupala"; "Know your Ukraine. Christmas", etc.).

Video materials are presented on Youtube by the authors of the project "Discourse" [26]. In short stories, the authors of the project draw attention to important rules of speech, use of vocabulary, accents, etc. They discuss typical lexical and grammatical errors. They give apt examples of synonyms, antonyms, or paronyms. They share tips on how to remember words and phrases.

The use of Internet resources opens up numerous opportunities in the educational process, significantly facilitating the work of both the teacher and the students. They allow you to create more interactive and diverse learning, making the material more accessible and understandable. However, it is important for the teacher to clearly explain to students that these services are auxiliary educational tools that contribute to the educational process, and are not intended solely for entertainment. The correct use of such resources helps to increase the effectiveness of learning and promotes the development of critical thinking in students.

We are talking about an integral attribute of learning – simulators. A great example is the "Ukrainian Spelling Trainer" [27], a convenient resource for learning and mastering the language with a large number of tasks for self-testing, the rules are accompanied by video lessons, as well as numerous online exercises. This trainer combines theoretical knowledge with practical tasks, which allows users to effectively master the grammar of the Ukrainian language and improve spelling skills. The interactive format of the tool allows not only to familiarize themselves with the spelling rules, but also to consolidate them through practical exercises. This contributes to the development of literacy and increases accuracy in written speech, helping users confidently apply knowledge in practice.

"Liveworksheets" [28] is a platform that allows you to create interactive worksheets in any language. It has a large number of ready-made interactive materials on various subjects, and therefore it can rightly be considered a good simulator.

Such interactive worksheets make full use of modern educational technologies, in particular, they can include audio, video, exercises with dragging elements, combining using arrows, choosing options, etc. This resource allows teachers from various fields to "revive" traditional printed materials, turning them into interactive ones. It also integrates well with other web resources, which simplifies the work of teachers.

A good assistant in learning the Ukrainian language will be the educational platform "Discourse" [29], which was created to help everyone who wants to learn the Ukrainian language conveniently, interestingly and effectively.

You can easily check the level of mastery of the learned material in the form of a game using the free online service "Kahoot!". With its help, you can create and conduct various interactive classes that allow you to check the knowledge of students through online testing. This tool allows you not only to assess the level of knowledge, but also provides students with real-time feedback, which contributes to more effective assimilation of the material and active involvement in the learning process.

Finally, a great project for everyone who wants to improve their knowledge of the Ukrainian language is "Language – DNA of Nation" [30]. It offers effective learning tools that allow you to improve your language skills through interactive exercises, tests and various materials, adapted for different levels of knowledge. Such a simulator will become an indispensable assistant for those who want to master the Ukrainian language more deeply and increase their literacy level. On the basis of this platform, it is easy to check the spelling of words and, very importantly, the correct stress when pronouncing a particular Ukrainian word.

However, I would like to dwell in more detail on online resources for advanced levels of Ukrainian language proficiency (at least starting from level A2). Starting from this level of proficiency, students have more opportunities and more interesting and useful resources. Such platforms are suitable for learning the language independently by foreigners, but are not suitable for the initial level (the use of such resources will have a positive result provided that the teacher supports and comments).

For an advanced level, language courses on online platforms are well suited. In Ukraine, a number of specialized information resources for learning the Ukrainian language have been created, available to everyone. At the same time, online educational platforms have gained considerable popularity, offering both basic courses for mastering the language and programs for improving speech culture. Such platforms allow you to study remotely, without having to leave your home, and most often provide access to materials for free.

We focused on those educational resources that are in the open access and aimed at supporting self-development. They combine an interactive learning format with modern methods of presenting the material, making the process of learning the Ukrainian language effective and convenient for different categories of users.

There are many useful platforms for learning the language on your own. For example, the largest online professional development platform in Ukraine, Prometheus [31], hosts the course "Ukrainian in 27 Lessons" [32].

The elementary level program for studying the Ukrainian language is designed to maximally promote the development of students' communicative skills, ensuring their ability to effectively use the language in various life situations and areas of communication. The course is aimed at a wide audience, in particular, those who in everyday life or at work mostly use Russian, but seek to increase their level of proficiency in Ukrainian, improve the level of everyday Ukrainian speech.

The course consists of video lessons and summaries for them, intermediate test exercises and a general test, the material of which corresponds to the elementary level of knowledge, skills and abilities (A1, A2).

Each lesson within the course is aimed at mastering the key lexical minimum, associated with a certain topic, as well as detailed study of one of the grammatical topics. The training is structured in such a way as to ensure systematic mastery of the material, contributing to the formation of solid knowledge, practical skills and speech skills.

After watching each video lesson, participants must complete an intermediate test consisting of several questions. This allows you to check the level of understanding of the presented material and consolidate

the acquired knowledge. This approach helps to identify possible gaps in learning in a timely manner and immediately eliminate them.

At the end of the course, a final control test is provided, which assesses the overall progress and level of acquired knowledge. Successful completion of this test makes it possible to receive an official certificate indicating the level of language proficiency, achieved during the course. This certificate can become not only evidence of your language skills, but also an additional motivator for further development and improvement of knowledge.

The lessons include such necessary basic topics as: My family; My profession; Appearance. Outlook. Clothes; My home. Apartment. Accommodation; Food and cuisine; Transport; Hobbies and leisure; State and religious holidays in Ukraine, etc.

Another educational project “E-Mova” [33] is an educational platform of the public organization “Ukrainian World”, which aims to create a Ukrainian-language cultural space. These are “Free Ukrainian Language Courses”, which involve the best philologists of the country in teaching and have developed effective methods of teaching Ukrainian to Russian speakers. The online platform is also primarily aimed at Ukrainians who speak Russian. However, it can also easily be useful to foreigners who have a basic level of Ukrainian.

This platform has a number of courses on both studying and popularizing the Ukrainian language. Among them, we would like to highlight the course “22 Lessons to Language Confidence”. This is the second online course on learning the Ukrainian language, which corresponds to the so-called threshold level (B1), which determines the necessary level of language proficiency for applicants to be able to confidently and effectively communicate in everyday situations as independent users of the Ukrainian language. The course is aimed at those who want to not only expand their vocabulary, but also gain practical skills for using the Ukrainian language in real life.

This training will be a great opportunity for anyone who wants to overcome the language barrier, improve their conversational skills, learn to communicate correctly and confidently in Ukrainian in various social and professional situations. The course allows you to achieve a high level of communication and contributes to a deeper understanding of the grammar and vocabulary of the language, providing the opportunity to use Ukrainian more flexibly in everyday conversations.

Each lesson consists of a short video presentation, a summary, creative exercises and tasks according to the topic of the lesson, additional materials for better immersion in a specific topic and the Ukrainian-speaking environment, and an intermediate test to check understanding of the material and consolidate knowledge, skills, and abilities.

The materials of these platforms can be used in classes (video) as auxiliary material, also as additional material – homework (watching a video or completing a block of exercises on each topic), or as recommended material for independent deepening of the acquired knowledge.

Educational language hub “Modern Ukrainian Language” [34]. This course provides you with the opportunity to gain theoretical knowledge of the Ukrainian language and significantly improve your skills in using it, based on current spelling. The materials, used in the curriculum, were taken from reliable Internet resources, dictionaries, reference books, as well as from the experience of qualified experts in the field of linguistics.

The advantage of this educational product is that it allows you not only to learn or repeat the basics of the Ukrainian language, such as sounds, letters, spelling and punctuation, but also to study innovations in spelling, which allows you to be aware of the latest changes.

The course consists of three main modules, each of which covers key aspects of the language:

1. Language and speech – basic concepts and rules that will help you understand how to use the Ukrainian language correctly in different situations.
2. Spelling – an emphasis on current changes in spelling, which is important for correct written and oral communication.
3. Business Ukrainian – this module covers specialized language structures, used in the official business style.

In each module, you will meet characters who, thanks to their knowledge and skills, achieve their goals on the path to mastery of the Ukrainian language.

The course “Life hacks of the Ukrainian language” [35], created in collaboration with the EdEra and Osvitoria projects, is a great helper for learning the Ukrainian language by foreigners at an advanced level. Each life hack lesson offers worksheets with tasks to test knowledge, as well as tests to consolidate the material. For pronunciation training, the course includes a large number of tongue twisters that help polish speaking skills. In addition, mnemonic prompts are used to facilitate memorization of rules, which makes learning more effective and interesting. We also consider it advisable to use podcast platforms. Listening to podcasts is an excellent tool for developing one of the key speech skills – listening, that is, the perception of speech by ear. Thanks to podcasts, you can significantly improve the ability to understand live speech in real conditions, including various accents, intonations and styles of speech. The language, used by podcast hosts, is usually lively, everyday. In such a language, the student hears not only a lot of new vocabulary, but also slang, fixed expressions, modernisms, etc.

In addition, regular listening to podcasts helps to improve one’s own pronunciation, because it allows you to immerse yourself in the language environment and master the natural intonation, rhythm and sound features of the language. Podcasts are a convenient and effective way of learning, which helps not only to assimilate new information, but also to practice the language at any time and in any place.

The initial purpose of podcasts is entertaining and cognitive. In particular, there are many podcasts about modern Ukrainian music, literature, culture, etc. While listening to such podcasts, students simultaneously practice audio perception of the language and learn a lot of relevant information about the country of study.

To understand what a podcast is, let’s turn to the interpretation of the word. A podcast (a portmanteau of the words iPod (device) and broadcast) is a series of audio files that are linked by a specific idea and are distributed over the Internet. They are conversational programs that can resemble a radio show, lecture, debate, interview, or simply a conversation. Each episode of a podcast can offer a specific topic or have the format of a regular conversation. Podcasts often also have a video format, but in this case the video plays a secondary role and is not necessary for understanding the program [36].

Listening to podcasts is a great way to develop one of the most important language skills – listening, or auditory comprehension. With their help, it is easy to learn to understand live speech, as well as improve your pronunciation.

The undoubted advantage of podcasts is that they provide the opportunity to independently choose what, when and where to listen. You can listen to podcasts at a convenient time for you, without being tied to the broadcast schedule or programs. You can stop the recording, rewind or fast forward, and also select the desired season or episode. Podcasts can usually be listened to on various devices, including smartphones, tablets, computers and portable audio players, which provides easy access to content. Another advantage is the variety of content. The choice of podcasts covers a wide range of topics: news, educational programs, entertainment shows, interviews with specialists, audiobooks, etc. Everyone will find something to their liking. At the same time, listening to podcasts can be combined with other activities, for example, on the go, during training or cooking. We consider the main advantage of podcasts to be their affordable cost. Most podcasts are free or partially free. Authors often offer exclusive content for a subscription, which helps support the development of their projects.

A huge number of Ukrainian-language podcasts on any topic are presented on the platform “NV Podcasts” [37]. It collects the best Ukrainian podcasts about business and economics, politics, music and literature, psychology and culture. Another platform is “Radio Podil” [38]. This is the first independent Ukrainian-language podcast community, which talks about the development of civil society, “decent entrepreneurship”, practical culture and technology.

However, when talking about mastering the Ukrainian language, it is appropriate to start with podcasts that were created specifically to help the listener master Ukrainian, or improve their level of proficiency in it.

“Ukrainian Lessons podcast” [39]. This podcast is essential for anyone learning Ukrainian. It covers the main language aspects – both grammar and vocabulary. Ukrainian Lessons Podcast has two main parts – Ukrainian and English. In the first part, native speakers communicate, and in the second, Ukrainian teacher A. Ogyko provides an explanation of what was said in the Ukrainian part.

The podcast has six seasons, and each subsequent one is more difficult than the previous one. The first season is intended for beginners with no knowledge. Seasons 2 and 3 focus on elementary and intermediate levels. Seasons 4–6 are conducted entirely in slow Ukrainian and cover various topics related to the Ukrainian language, history and culture (with a detailed consideration of vocabulary, grammar and pronunciation exercises).

A podcast, created for learning the Ukrainian language, “5 Minute Ukrainian” [40]. The resource is focused on the practical study of spoken Ukrainian. It offers a concise format of realistic dialogues that highlight typical everyday situations, such as ordering coffee, meeting someone, or reserving a table at a restaurant.

The series is packed with useful vocabulary tips and key grammar points, making learning simple and clear. It's like having a personal tutor who helps you master the Ukrainian language and confidently navigate various life situations.

Podcast “Ukrainian Language” [41]. The author of the podcast, Ukrainian host V. Dyachenko, has created a unique format for improving language skills, focusing on common speech errors and ways to avoid them. In each episode, he analyzes typical mistakes, made by both beginners and experienced speakers, offering simple and effective methods for correcting them.

The podcast is aimed at daily enrichment of the vocabulary of listeners with interesting words, phrases and useful exercises that will help not only confidently speak Ukrainian, but also impress even those for

whom this language is native with their knowledge. The episodes are created in such a way as to integrate language learning into everyday life, making the process easy, enjoyable and effective. The short duration of the episodes, lasting from 1 to 5 minutes, makes it easy to remember the correct pronunciation of words.

For foreign students with a more advanced level of proficiency, the following podcasts will be relevant:

- “Movapodcast” – a podcast about correct accentuation, word usage;
- radio blog “Simply about the language”. This educational project will help to understand the rules of the Ukrainian language. Its author and host Svitlana Svyrydko addresses the most relevant issues of spelling and pronunciation of words;
- “Again about the Language” – a podcast that covers many sensitive topics about the language;
- podcast “Michelangelo’s Borscht”. A podcast not only about the language, but also about history and culture, which introduces listeners to important historical events.

Podcasts of an entertaining nature will be useful at the intermediate stage of language learning. In parallel with the language, the student is offered to study culture, history and get acquainted with the art of the country. Podcasts on scientific and general topics of an entertaining nature will also be of interest, for example, with film reviews. In an interesting format, the student learns about cinema news and whether it is worth watching this or that film. The information is useful, and therefore it is perceived easier: not as training, but as leisure. In such a context, the language is perceived easier from a psychological point of view – you do not have to learn something new, master the rules, or understand complex information. Information is absorbed naturally, the content is easier to understand, even without having a sufficient vocabulary, and, most importantly, there is a natural interest in understanding what I hear.

Podcast about art “Snobs” [42]. This is a fascinating audio project that immerses listeners in the world of culture and creativity. Each season has a unique theme that allows you to explore art from a new, unexpected perspective. This is a kind of journey that helps to understand the connection of art with society, history and modernity more deeply.

One of the key topics is stories about outstanding Ukrainian artists. The authors of the podcast introduce listeners to the wealth of Ukrainian cultural heritage, emphasizing its significance for world art. Separate episodes are devoted to lively dialogues with contemporary Ukrainian artists. These conversations address issues related to the development of creativity, cultural identity, challenges facing artists, and their role in the transformation of society.

“On Clear Water” [43] is a podcast about the most famous historical myths, fantasies and hypotheses in the history of Ukraine from ancient times to the present day. The author and host of the project is the historian, musician and military man P. Nechytaylo.

Special attention should be paid to the author’s popular science radio show by M. Kidruk “The Theory of Improbability” [44]. This is an entertaining and at the same time informative scientific radio blog that will debunk the most common scientific myths and stereotypes in popular culture. Each episode is dedicated to a separate topic covering science, culture or aspects of everyday life. It explores the widespread ideas and stereotypes that are formed around these topics.

The author uses the results of scientific research, experiments and hypotheses of famous scientists to analyze the truthfulness of these stereotypes. The program is aimed at debunking myths, assessing

the scientific validity or pseudoscientificity of popular beliefs, as well as introducing real, sometimes little-known or unexpected scientific facts and forecasts.

A good example of additional educational resources during extracurricular time can be YouTube channels. Many of them were created to help and interest students in Ukrainian schools. The content of such channels is usually scientific, on a certain topic or field. However, the material is presented concisely, interestingly, and, most importantly, in competent literary Ukrainian.

Let's start with channels whose content revolves around the Ukrainian language. As an example, there is the philological YouTube channel "Idea Oleksandrivna" [45]. The author of the channel is a philologist who tells interesting and unusual things about language and literature. However, as she says: "Philology is not only about memorizing rules or teaching at school. It is a state of mind that I really want to share with people". So, on the channel you can find videos about Ukrainian dialects, about haivka, and about pre-Christian traditions.

We consider the YouTube channel "Life hack in Ukrainian" [46] to be informative and interesting. This is a unique project of the TV channel "Social. News", created for everyone who wants to improve their knowledge of the Ukrainian language and improve their speaking skills. The project offers game plots lasting from 6 to 16 minutes, which in an easy and interesting way help to get rid of surzhyk, pronounce and use words correctly, place accents in accordance with the norms of the Ukrainian language, and replace obscene vocabulary with sophisticated Ukrainian swear words.

A feature of the course is practical examples of using language tools in everyday life. For example, you will learn how to properly greet, say goodbye or express emotions using the rich vocabulary of the Ukrainian language. To improve your command of the Ukrainian language and culture, you can use such stories as "How to replace foreign words with Ukrainian ones?", "Ukrainian analogues of foreign words", "Don't miss the letter І", or "How to say thank you nicely?".

The project consists of 39 episodes, which, although created more than four years ago, remain relevant and useful. Their content is aimed at popularizing the culture of Ukrainian speech and developing language literacy among viewers.

Another educational YouTube channel is "Interesting Science" [47]. The authors of this channel translate and voice over popular science and educational video materials covering a wide range of topics related to physics, astronomy, biology, geography, and mathematics. They adapt the content of foreign sources for the Ukrainian-speaking audience, creating accessible and understandable materials that help viewers delve into complex scientific phenomena and concepts.

The main goal of this channel is to increase the level of scientific literacy among Ukrainian-speaking viewers. Thanks to their activities, people who seek to receive high-quality educational information in their native language have the opportunity to expand their knowledge in various fields of science. The authors are convinced that the popularization of science in the Ukrainian language contributes to general cultural development, forms critical thinking and helps the audience better understand the world around us.

YouTube channel about astronautics, astronomy and space exploration in general is "Alpha Centauri" [48]. This channel offers not only translations of English-language materials, but also original author's videos, created by a team of enthusiasts. The content covers a wide range of topics, providing viewers with a unique opportunity to receive popular science information in an accessible and interesting format.

In addition, the channel is a platform for broadcasting key events in the world of astronautics, in particular spacecraft launches. Such live broadcasts allow viewers to follow the most important moments in real time, receiving additional comments and explanations from experts. This makes the channel not only a source of knowledge, but also a space for discussing current events and achievements in the field of science and technology.

"Around botanics" [49] is a channel, hosted by Candidate of Biological Sciences O. Kovalenko. On his channel, the author and host of the project talks about various interesting moments of the biological world, destroys myths and simply explains the unobvious.

"The Damned Rationalist" [50] is a video blog, the author and host of which is Artem Albul. The project creates popular science content – popularizes science, debunks myths, challenges pseudoscience and common but erroneous ideas about reality, promotes a scientific worldview, develops critical thinking and tells Ukrainians about the latest achievements. As evidence of his words, the author creates video stories, including videos with proven life hacks and interviews with famous scientists.

The host masterfully speaks literary Ukrainian, presents the material consistently, interestingly and, importantly, at an optimal pace for auditory perception. Therefore, the content of the stories will be accessible for understanding (at least partially) even for foreigners who are in the middle of mastering the Ukrainian language.

As extracurricular materials, we will add entertaining YouTube channels, or a number of video shows that can be viewed on YouTube, such as culinary ones. They are easier to understand. For example, the names of products and dishes in different languages are very similar.

A good example is the YouTube channel of Ukrainian chef Ye. Klopotenko [51]. In video broadcasts on his channel, the host popularizes Ukrainian dishes in order to strengthen the status of Ukrainian cuisine in the world. On the chef's channel, you can watch the process of cooking dishes, which is usually accompanied by comments from the author. Therefore, there is an opportunity to hear real live language, and to understand the meaning of unfamiliar words (names of certain products in Ukrainian) through visualization. The video contains a lot about Ukrainian culture, history, and the habits of ordinary Ukrainians. Ye. Klopotenko's mastery of the Ukrainian language can be useful for practicing listening to Ukrainian.

Travel shows are always relevant for viewers. The first place among Ukrainian Youtube channels is occupied by "Ukrainer" [52]. According to the channel's authors, their channel is a platform for truthful information about Ukraine in different languages. The uniqueness of this project for those who are trying to master the Ukrainian language is that in some video projects you can hear Ukrainian dialects and surzhyk. Of course, watching such videos is recommended for the level of increased difficulty. However, hearing Ukrainian in its various manifestations will be interesting even for beginners.

An entertainment show, aimed at improving your Ukrainian language skills, is "Improve Your Ukrainian | Nightingale Show No. 1" [53]. A Nightingale show that demonstrates that learning Ukrainian is not only cool, but also very fun. The project hosts show the importance of knowing Ukrainian in the form of a competition between two invited famous media people of Ukraine.

In addition, in our opinion, there are many Youtube channels that can also be useful when learning the Ukrainian language.

For example, the Youtube channel “Cinema inside out” [54] offers viewers entertainment content. The host gives reviews of old and new films or TV series in an interesting way, telling about interesting details of the creation, or expressing his opinion on whether the film is worth watching. A good level of proficiency in the speaker’s language, a rich vocabulary and appropriately selected material of each issue should interest the student, and therefore it will very easily become desirable for viewing in extracurricular time.

The network and various Internet resources provide enormous opportunities for education and self-development. These include numerous e-books, articles, online services, webinars, lectures, trainings, online quests, AR applications and much more. It is thanks to the digitalization of the world that teaching has the opportunity to use progressive methods and techniques that are truly impressive and help to interest students.

Below we have listed the names of some platforms, on which you can listen to books in audio format:

- “Interesting audiobooks in Ukrainian” [55];
- Audiobook site 4read.ORG [56];
- The best library with audiobooks in Ukrainian [57];
- Listen. Library of audiobooks in Ukrainian [58];
- Sluhay.com [59];
- ABUK – the first Ukrainian audiobook store [60];
- Audiobooks in Ukrainian Studio Kalidor [61].

We would like to include courses, specially designed for studying the Ukrainian language by foreign students in a separate group.

English course “Speak Ukrainian: Expert Online Teaching for All Levels” [62]. On the basis of this platform, foreigners can study the Ukrainian language in English. You can also take a test to determine the level of language proficiency here, as well as a free introductory mini-course “Your First Small Talk in Ukrainian” [63].

The national platform for studying the Ukrainian language for English speakers is “Speak Ukraine” [64]. This is a site, created for English-speaking citizens, which has a very deep methodology, 9 types of exercises, and levels of study A1-B2.

“Ukrainian Lessons Podcast” [65] has two main parts – Ukrainian and English. In the first part, native speakers communicate, and in the second, Ukrainian teacher Anna Ogoyko provides an explanation of what was said in the Ukrainian part.

All the electronic resources discussed above are easy to use, accessible, and play an important role in the process of learning the Ukrainian language. As researchers note, the use of open electronic resources implements the principles of accessibility, individualization, visibility, awareness, and activity [66].

8.4 RESEARCH ON THE RESULTS OF THE IMPACT OF USING ADDITIONAL EDUCATIONAL INTERNET RESOURCES IN THE PROCESS OF LANGUAGE TRAINING OF FOREIGN STUDENTS ON THE EFFECTIVENESS AND QUALITY OF THEIR UKRAINIAN LANGUAGE MASTERY

The use of additional resources when studying the Ukrainian language by foreign students affects their significant progress in learning. Since one of the key topics is the effectiveness of using additional

educational internet resources when studying the Ukrainian language by foreign students, a comprehensive study was conducted to assess this impact, the results of which demonstrated that the introduction of such resources into the educational process significantly increases students' progress in learning the language.

A study was conducted, the main goal of which was to determine the impact of using additional educational Internet resources on the quality of mastery of the Ukrainian language by foreign students. In particular, the study was aimed at comparing the results of students who actively used additional materials from the Internet in extracurricular time with those who were limited only to classroom activities and teaching materials.

Research methodology. The study involved 40 foreign students from different countries who studied Ukrainian remotely at Ukrainian universities and at language courses. The sample was divided into two main groups:

1. Group A (experimental) – students who actively used additional Internet resources, such as podcasts, interactive platforms, online courses, video lessons on YouTube, mobile applications for language learning, etc.
2. Group B (control) – students who used exclusively materials, provided by teachers and studied only during classes.

The study lasted six months. Both groups took the same basic Ukrainian language course, but group A had access to recommended additional Internet resources and was encouraged to use them outside of class.

Three months later, an interim test was conducted, which demonstrated that students in group A showed significant progress in listening skills and text comprehension. The language barrier disappeared, and the lexical base increased significantly. At the same time, in group B, such indicators remained at the same level, which indicated a lower dynamics of learning the material. At the end of the course, both groups passed a final exam, which included a comprehensive test of grammar and vocabulary knowledge, writing an essay on a given topic, and an oral interview with teachers.

Research results. The results showed a significant difference between the two groups:

- group A showed an average of 30% higher results than group B in tests of vocabulary and grammar knowledge;
- students in group A achieved significantly better results in listening and understanding authentic texts;
- oral skills in group A were more developed: their answers were fluent, rich in vocabulary and grammatically correct;
- essays, written by students in group A, were distinguished by a better structure, variety of expressions and accuracy in the use of language structures.

Results analysis. The use of additional Internet resources allowed students in group A to constantly be in a language environment, which significantly accelerated the memorization of new words and grammatical structures. Simulators contributed to regular consolidation of knowledge through interactive tasks.

Podcasts and video lessons helped students get used to different accents, speech rates and real-life situations, which significantly improved their listening skills. Listening to audio materials provided greater confidence in communication.

Additional resources provided interest and variety, which increased students' motivation to learn. Feedback from the platforms and the interactive nature of the tasks contributed to their involvement in the process.

Thus, the study confirmed the effectiveness of using educational online resources as additional materials in learning the Ukrainian language by foreign students.

8.5 DISCUSSION OF THE RESULTS OF SECTION 8

Analyzing current trends in the study of the Ukrainian language, it can be safely noted that today there is an extremely wide selection of electronic resources that contribute to both mastering and improving language skills. These resources cover various forms of learning, from interactive platforms for children to in-depth courses for adults.

The trend towards an increase in the number of such tools is obvious, especially in the system of non-formal and informal education. Every year, new author's online projects, specialized platforms, mobile applications and interactive lessons appear. Language schools are actively adapting their programs to the demands of modern society, offering convenient and effective learning formats that take into account the dynamics of life.

The use of Internet resources creates favorable conditions for the training of foreign students. This provides access to a variety of educational materials and Internet resources, such as interactive lessons, multimedia textbooks, audio and video resources, as well as online tests to consolidate knowledge. The outlined tools contribute to the effective acquisition of vocabulary and grammar, the development of listening, reading, writing and speaking skills.

A special role is played by platforms for self-study, which allow students to study at a pace convenient for them, choosing topics according to their interests and level of knowledge. Online services provide an opportunity to learn the Ukrainian language through realistic situations, immersing students in the cultural context and helping to better understand the language through practical application.

Studies have shown that students who are not just motivated to learn the language, but who, in their extracurricular time, turn to a number of the above-listed educational online resources and platforms, make significant progress and master the Ukrainian language noticeably better and faster than those foreigners who are limited only to materials and class time.

Thus, additional online resources not only increase the effectiveness of foreign language training, but also stimulate students' motivation to study, making the process of learning the language interesting and exciting. And the Internet, in turn, is becoming an indispensable tool for forming high-quality foreign language competence and creating new opportunities for integrating students into the educational and cultural space of Ukraine.

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DEVIANT FORMS OF ADJECTIVES IN MODERN UKRAINIAN LANGUAGE: TEACHING FEATURES IN THE STRUCTURE OF THE UKRAINIAN COURSE AS A FOREIGN LANGUAGE

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ABSTRACT

Perfect language skills are an integral part of the professional training of modern specialists in various specialties, since the full manifestation of an individual's professional talents occurs through language tools. Skillfully mastering language tools, a future specialist can realize him/herself both professionally and in various life roles, solve problem situations in interpersonal communication, and ensure effective interaction in a team.

Language is a means of self-expression and self-affirmation and teaching foreign students to master various linguistic means by introducing modern technologies in language learning and understanding numerous grammatical structures and features of the Ukrainian language.

The authors consider the features of studying atypical forms of adjectives in the structure of the Ukrainian language course as a foreign language in view of the modern communicative conditionality of language and the emotional and evaluative marking of language units of different levels, primarily adjectives of the Ukrainian language. Deviant forms of adjectives are presented through consideration of semantic and grammatical features of adjectives of the Ukrainian language, analyzed from the point of view of pragmatics. The chapter provides examples of problematic situations in the study of atypical forms of the Ukrainian adjective by foreign students and comments on the peculiarities of studying the Ukrainian adjective in the structure of the course of Ukrainian as a foreign language.

KEYWORDS

Adjective of the Ukrainian language, foreign students, pragmatics, evaluative marking, Ukrainian as a foreign language.

9.1 COMMUNICATIVE CONDITIONALITY OF LANGUAGE IN THE CONTEXT OF LANGUAGE TRAINING OF FOREIGN STUDENTS

The problem of teaching Ukrainian as a foreign language is extremely relevant in the modern realities of increasing the prestige of Ukraine as an independent state that fights for its sovereignty, acts as a participant in key world unions and associations.

In order to master the language in full, foreign students studying in Ukrainian universities also study Ukrainian culture, history, peculiarities of mentality and realities, associated with the country of the language being studied. The language teaching system should be structurally and communicatively oriented,

the study of language units and categories should take place from the position of forming the skills to correctly express their thoughts in the Ukrainian language.

Thus, the communicative conditionality of language is its integral distinction. Modern methodologists [1-3] agree that language development should be carried out in a situationally conditioned context. Working with students in an educational communicative situation can ensure the activation of language knowledge and speech skills, as well as the development of communicative abilities.

The language situation in modern linguistics is understood as a combined complex that includes both external and internal factors (rational and emotional characteristics of speakers, their intentions, assessments) [1]. Emotional and evaluative marking can be expressed by units of all language levels, but it is adjectives as carriers of evaluative meanings that attract the most attention.

Since ancient times, living human language has been permeated, imbued with feelings, impressions, emotions, assessments – “the world that is known is always evaluated, assessment is evidence of the degree of cognization of the world” [4]. Evaluation has gone from a concept to a category, which was carried out first in the bosom of philosophy, and later in logic, psychology, ethnology and, finally, linguistics, thus acquiring a certain scientific status. Evaluation is a linguistic category, since language reflects the interaction of reality and human in various aspects, one of which is precisely the evaluative one.

There are a large number of philosophical problems related to the differentiation of evaluation and cognition itself, and in linguistics, questions arise about the means of implementing the category of evaluation, about the distinction between evaluative and non-evaluative statements, about the pragmatic linguistic significance of evaluative means, the specifics of their creation, formation, development, about the comparison of evaluative means of different languages, etc.

Carrying out a functional-communicative analysis of the category of evaluation, T. Kosmeda explores the nature of evaluation, expressed by different parts of speech, including the adjective, emphasizing that “not only lexical, but also grammatical semantics, and the partial linguistic stratification of vocabulary with the semantics of evaluation are oriented towards the performance of evaluative functions”, considers the evaluative properties of some adjective lexemes and their oppositional pairs: *свій – чужий, стільний, лівий – правий, святий, ангельський, райський, божественний, пенельний, лексему благословенний, вольний*, etc. [5].

The formation of comparative and superlative forms of qualitative adjectives and the connection of such forms with the expression of an evaluative attitude towards the environment is studied by O. Khaliman [6]. According to the researcher, the formation of comparative and superlative forms of qualitative adjectives is associated with the expression of an evaluative attitude towards the environment, which is due to the nature of degree forms: the quantitative element of measure is superimposed on the qualitative basis, which forms an emotional-evaluative one.

The monograph “Ukrainian Occasional Derivation” by Zh. Koloiz [7] demonstrates that individual morphological words have much broader possibilities for implementing the morphological categories, usually assigned to them, and gives examples of the occasional use of relative, possessive and ordinal adjectives, which, contrary to morphological norms, are combined into gradational series (cf.: *весняний – весняніший; наш – нашіший, перший – первіший*) and are potentially capable of closing them (cf.: *найвесняніший, найнашіший*), and express the oppositional intensity of features (*крутосхилий, крутосхилиіший*).

Occasional grammatical modifications, which represent the category of relative intensity of a feature, in the researcher's opinion, appear as peculiar deviations from the norm, while a peculiar pragmatics of occasional phenomena appears.

T. Kots in the monograph "Literary norm in the functional-stylistic and structural paradigm" gives a clear definition of the grammatical norm and writes about the rethinking and shifts in the semantics of words at the current stage of its development, which determine the processes of expanding the semantic scope of lexemes and the formation of new shades of meaning in modern language. The researcher presents a significant number of variant lexical and phonemic units, including adjectives (for example, *есенгівський – есендівський – есендевський; самотній – самітній*), distinguishes between positive and negative evaluative values, analyzes the reasons for the emergence of such linguistic units, including the influence of foreign languages [8].

Numerous occasional adjectives, their structural and semantic features and role in the formation of poetic discourse are highlighted by O. Zhyzhoma [9]. The author emphasizes that although in poetic speech there is an occasional use of authorial formation: the construction of forms of degrees of comparison from both qualitative and relatively qualitative and relative adjectives, such formations are in no way connected with the insufficient communicative competence of native speakers, but are based on the use of the potential of grammatical forms. This is a consequence of an individual search, which is based on the interaction of cognitive, communicative and pragmatic components of the statement, determined by the peculiarities of the axiological system of each artist.

The authors of the monograph "Dynamic processes in the Ukrainian lexicon" N. Klymenko, E. Karpilovska, L. Kyslyuk study active examples of word formation of neosemanticisms and occasionalisms in various parts of speech, including adjectives, analyze numerous extralingual and intralingual reasons for their occurrence, including the expansion of semantics, language play, and manipulation of meanings. Numerous examples, given in the work, testify to "the active creation in of comparatives and superlatives from almost any adjective, participle, or adverb the Ukrainian expressive-evaluative context" [10].

Several cases of using the creative potential of the grammatical category of degrees of comparison of adjectives are presented in the work "Fundamentals of Communicative Deviationology" by the modern researcher F. Batsevich [11], classifying them as "grammatical deviations", namely "anomalous forms of adjectives and adverbs".

The evaluation, which implements a certain illocutionary effect on the interlocutor, is an obligatory element in some speech acts, therefore the evaluative value of adjectives and its potential manipulative effect on the audience attracts the attention of advertisers and specialists in the field of PR and Internet technologies, which is reflected in linguistic works on advertising. Violations of language norms in the field of adjectives and the evaluativeness that appears in this are described in the works of many linguists.

A characteristic feature of an adjective is the ability to convey the meaning of different degrees of magnitude of a feature using suffixes of subjective evaluation. In the grammars of the Ukrainian language (works by M. Zhovtobryukh, Z. Sikorska, V. Shynkaruk, M. Plyushch), such adjectival formations have been given considerable attention, suffixes of subjective evaluation have been systematized, a number of suffixal word-formation types have been analyzed, expressing various shades of diminutiveness, littleness,

pettiness and augmentation, coarseness, and other negative and positive features. O. Potebnya also drew attention to the possibility of using diminutive-pettish suffixes as a means of expressing evaluation in the Ukrainian language. According to T. Kosmeda, emotional-evaluative affixes have broad semantic possibilities and are means of creating evaluative meaning at the word-formation level [5]. The development of this issue in Ukrainian studies is being carried out by I. Kovalyk, A. Nelyuba, O. Oleksenko, T. Chortoryzka, L. Shutak, and others.

9.2 LEXICAL-GRAMMATICAL FEATURES OF ADJECTIVES OF THE UKRAINIAN LANGUAGE AS THE BASIS FOR THE GENERATION OF THE GRAMMATICAL MEANING OF EVALUATION

Any category of evaluative words originates from the adjective. Evaluativeness is the primary semi-logical function of the adjective as a part of speech, its specific linguistic part, which distinguishes the adjective from other parts of speech. The general categorial meaning of adjectives as a class of words is characteristic. It is the sphere of adjectival word use that most clearly demonstrates the abstraction and analyticity of human mental activity, due to which the characteristic is thought of separately from the referent. The wide semantic scope of adjectives is natural also because in the objective, social and spiritual spheres there are much more properties, qualities, pragmatic and emotional assessments than the objects, events, persons to whom they belong or are nominally attributed.

The basis of language use is the selection and generalization of the characteristics of events and objects. By designating a feature, an adjective plays an important role in the language system and the communication process. The lexical, word-formation and morphological features of the adjective are considered in the studies of A. Hryshchenko, N. Stepanenko, A. Shramm, G. Shipitsyna, V. Chernov, etc.

In linguistic literature, traditional views on the adjective as a grammatically and, to a large extent, semantically dependent part of the language, located on the periphery of word classes, are widespread (I. Vykhoivanets, K. Bilodid). At the same time, there is a widespread opinion that adjectives, together with nouns and verbs (often considered to be also with adverbs), are the main parts of the language, since they cover with their semantics the two most common categories of thought – substance and feature [12].

The contradictory views of linguists on the adjective are caused by its multifaceted lexical-syntactic nature: on the one hand, the adjective exhibits the features of a nominatively meaningful part of speech, on the other, it has lexical meanings that can be realized only when combined with other parts of speech, primarily with nouns.

We agree with the opinion of K. Gorodenska, who defines the adjective as one of the peripheral parts of speech, which denotes a feature of an object, has the inflectional morphological categories of gender, number and case, determined by the supporting noun, functions in a sentence as a formal-syntactic nominal secondary member of the sentence and as a semantic-syntactic attributive component (attributive syntax) and can perform the communicative function of a theme or a rheme or be part of a complex theme or a rheme [13].

Depending on the type of feature underlying the semantics of the word, adjectives are divided into four main groups: qualitative, relative, possessive and ordinal. Each of these groups has its own (more or

less pronounced) grammatical features. The lexical-grammatical category of qualitative constitutes the semantic center of adjectives, since it denotes features that usually exist in the original forms regardless of other objects and when compared can be manifested to different degrees or with different intensity. The consequences of such a comparison of features are transmitted by the grammemes of the comparative and superlative degrees of comparison. Qualitative adjectives can be combined with adverbs of degree and measure. A. Grishchenko refers qualitative adjectives to the category of semantic-morphological phenomena. The meanings of relative adjectives are largely determined by the meanings of the words, from which they are formed. A number of scientists consider their semantics to be more complex compared to qualitative adjectives [14, 15].

In grammatical studies, it is widely stated that the category of degrees of comparison is inherent in the Ukrainian language to qualitative adjectives and qualitatively-descriptive adverbs. Often, it is precisely on the basis of the presence/absence of the specified category that qualitative and relative adjectives are contrasted as lexical-morphological categories. If the forms of gender, number and case of adjectives serve only as means of grammatical coordination of the name of the feature with the name of the object, then the degrees of comparison and forms of non-relative gradation are means of characterizing the objective feature of the object, expressed by the noun.

As for the grammatical categories of the adjective, the morphological adjective categories of gender, number and case are "too abstract values, which actually serve as a means of expressing the syntactic subordination of the adjective to the noun and an indication of the denotative role of the adjective in the most abstract (undifferentiated) expression" [15]. The category of case is also grammatically dependent and manifests itself in forms, agreed with the base noun [16]. The category of membership/non-membership as a morphological means of expressing the categorical meaning of a feature is also a declensional, dependent on the noun, and not a classification category of an adjective. A feature of this category is the ability of only qualitative adjectives to construct short forms.

The issues of the semantic and morphemic structure of adjectives in the Ukrainian language have been widely covered in linguistic literature. However, existing monographic studies of adjectives are mostly devoted to the analysis of their lexical, word-formation, and morphological features, and atypical forms of the adjective, determined by its evaluative semantics and their study in the structure of the Ukrainian language as a foreign language course, belong to a little-studied aspect of research.

Among the numerous classifications of adjectives, their division into lexical-grammatical categories of qualitative and relative stands out. These two groups of adjectives differ from each other in a number of essential features, which is partially reflected in the nominations "qualitative" and "relative". Lexical-grammatical categories of adjectives refer to a grammatically relevant group of words within the adjective as a part of speech. Qualitative adjectives convey a qualitative evaluation of the referent, relative adjectives denote a feature through a relationship to another referent, event, feature, action.

The seme structure of qualitative adjectives includes the seme "evaluation" [17]. The universality of the lexical meanings of qualitative adjectives makes it possible to combine them with a wide range of nouns. Orientation to one or another sign of evaluation allows qualitative adjectives to enter synonymous or antonymic paradigms. A variety of evaluation is intensity. The presence of the seme "intensity" in

the seme structure contributes to another property of qualitative adjectives – the ability to have degrees of comparison and the ability to attach adverbial expanders to themselves.

So, the evaluative meaning itself is the main semantic marker of qualitative adjectives. At the same time, some adjectives, including evaluative ones, combine in their semantics features of both qualitative and relative ones. I. Kononenko in her dissertation research “Lexical-semantic potential of the adjective in Slavic languages” demonstrates how in the context of such adjectives, the semes that correspond to the communicative purpose are actualized: (Ukrainian) This is *grandma's blouse* (central seme – “appropriation”, peripheral – “evaluation”). This is some *grandma's blouse* (central seme – “evaluation”, peripheral – “appropriation”) [17]. According to the researcher, the speaker may perceive adjectives of this type as relative, and the addressee of speech, depending on his/her social worldview, may feel an evaluation in them, while the potential belonging of such adjectives to both lexical-grammatical categories is often accompanied by a blurring of the boundaries of the direct and figurative lexical-semantic variant, which leads to the actualization of the evaluative semantics of such adjectives and contributes to their shift towards the lexical-grammatical category of qualitative [17].

The process of developing qualitative meanings in relative adjectives occurs in language constantly. When forming degrees of comparison from, for example, adjectives denoting an absolute feature, processes arise that involve human mental resources, encyclopedic knowledge of the addresser and addressee, that is, non-linguistic factors. Therefore, the probability of forming a degree of comparison from an adjective to denote an absolute feature is a question of knowledge of the world, not of the linguistic system. The exact interpretation of an adjective reflects the grammatical functions of the meaning of the word, therefore, when we say that “relative adjectives do not have degrees of comparison, we mean their purely relative meanings”.

Therefore, the boundaries between qualitative and relative adjectives are not fixed, but mobile, relative adjectives as a result of rethinking or transposition can acquire the meaning of quality, which determines the emergence of atypical forms of adjectives that cause difficulties in understanding by foreign students.

Language is “alive”, and “to live” means to change, not remaining in the previous state, therefore, we consider the tendency to actively transition of relative adjectives into qualitative ones to be a specific linguistic feature at the current stage of its development.

9.3 GRAMMATICAL FEATURES OF THE CATEGORY OF ADJECTIVES' COMPARISON DEGREES

The category of comparison degrees is considered one of the most complex grammatical categories of the Ukrainian language, with which syntactic, morphological and word-forming characteristics of the word are associated. Its study concerns current problems of theoretical morphology, syntax and derivation. In modern linguistics, the concept of “category of comparison degrees” is understood as a grammatical category of qualitative adjectives and adverbs, denoting a variable feature that, when compared, prevails in some object or reaches its greatest expression in it.

Linguists, such as D. Barannyk, V. Vinogradov, A. Hryshchenko, M. Zhovtobryukh, Yu. Karpenko, V. Kachura, N. Kostusyak, E. Kurylovich, L. Volkmar, O. Potebnya, L. Tenier, and others dealt with individual

issues of analysis and classification of comparison degrees. Solving the issue of the status of comparative and superlative components, linguists often resort to qualifying them as forms of the same word and classify them as adjective inflection (I. Bilodid). From the standpoint of modern achievements of linguistics, the grammemes of the comparative and superlative are interpreted in a different aspect, giving them a morphological and word-forming status. In this direction, the problem of the category of comparison degrees was developed in the works of I. Vykhoanets, G. Gelbig, O. Bezpyovasko. Some issues of the formation of adjectives in the Ukrainian literary language were given attention by Z. Kaspyryshyn, M. Dolenko, A. Zverev, V. Gorpynych, K. Gorodenska, N. Klymenko. However, there are currently no works that reveal the pragmatic potential of the adjective as a part of speech and explain the emergence of atypical forms of the adjective.

Modern scientific research is distinguished by its view of comparison degrees as a category, with its own place in the problem of expressing quality degrees. Some linguists attribute this category to interlevel, since it has inherent features, associated with the morphological, syntactic and word-formation levels of the grammatical system [13]. I. Vykhoanets qualifies it as a word-formation-syntactic category, N. Kalashnikov – as a word-changer. N. Kostusyak calls the category of comparison degrees a morphological-syntactic-word-formation category of an adjective, because among other morphological-word-formation categories (categories of a non-relative measure of quality and categories of subjective evaluation), only it is associated with semantic-syntactic valence, since graded words act as the main semantic component of an elementary sentence and require filling open positions with appropriate contextual partners. V. Gorpynych considers the adjective category of the comparative and superlative comparison degrees to be classification, or lexical-grammatical or word-forming.

The grammatical category of comparison degrees is an integral feature of a number of adverbial forms. Their specificity lies in syntactic functions and syntactic positions that are different from graded adjectives. The study of this category is associated with little-studied issues of theoretical linguistics, and significant disagreements still arise in the interpretation of individual provisions. The issues of the status of graded forms, the principles of their classification, their grammeme composition, and pragmatic potential remain unresolved today. The category of comparison degrees in the Ukrainian language is one of the most complex grammatical categories, with which semantic, syntactic, morphological, word-forming, and pragmatic characteristics of the word are associated. Her research concerns current problems of theoretical morphology, syntax, word formation, and – let's add – pragmatics.

The types of approaches to studying the category of comparison degrees are differentiated depending on the consideration of its structure, which is determined by the number of opposed rows of forms with a homogeneous meaning. According to this feature, two (comparative, superlative) or three (positive, comparative, superlative) degrees of comparison are distinguished. Scientists justify the need for the existence of three elements in the structural scheme of comparison, which are interdependent and interconnected. These elements form certain pairs of oppositions consisting of two grammemes. One of them is the basis for comparison, the second indicates the increase in the intensity of the feature that is revealed as a result of comparison. The first opposition is formed by lexemes of the positive degree, which expresses a feature outside of relation to other objects, and of the comparative degree, which indicates a feature of the object that is inherent to it to a greater extent compared to the form of the positive degree. The second pair of oppositions is formed

with the grammemes of the comparative and superlative degrees. A characteristic flaw of such theories is the failure to take into account the fact that the first member of the opposition does not contain a comparative meaning, and therefore the allocation of the positive degree contradicts the very essence of the analyzed grammatical category. In addition, the comparative and superlative determine the degree of manifestation of a feature not in comparison with the positive degree, but in comparison with the degree of manifestation of this feature in some specific carriers of it. This means that the very idea of comparison is inherent only in the comparative or superlative and, accordingly, only these forms are degrees of comparison. Based on the above-mentioned features of the analyzed phenomenon, most linguists believe that it is more appropriate to qualify the category of the relative measure of quality as a two-membered one. Various aspects of such a theoretical position have been reflected in the works of many linguists and vary in the names "comparative and superlative degree" by I. Vykhoanets, Yu. Karpenko, "first and second degree" by I. Bilodid, "comparative and superlative" by A. Grishchenko, L. Tenier, and others. The above classifications have a fundamental common basis, which is manifested in the semantic and formal characteristics of this grammatical category. The meaning of the forms of the comparative degree is generally defined as a greater degree of manifestation of the compared feature, which is characteristic of two carriers or inherent in one carrier, but is considered at a different point in time or under different circumstances. The superlative degree denotes the greatest degree of the qualitative state of the object. The grammatical status of the category of the comparative/superlative degrees of comparison of adjectives is also determined differently. Some linguists (M. Zhovtobryukh, V. Plotnikova, etc.) attribute it to the inflectional, since, in their opinion, the zero, comparative and superlative forms do not differ from each other in lexical meaning, that is, adjectival forms of the type *добрий, добриший, найдобриший* have the same lexical, but different morphological meanings. These linguists consider the grammatical forms of qualitative adjectives to be degrees of comparison, which express the unequal degree of manifestation of the same feature in different compared objects. The forms of the comparative (as well as the superlative) degree of comparison, in their opinion, do not differ in their lexical meaning from the form of the original adjective, therefore they are not separate lexemes, but separate forms of a qualitative adjective (i.e., one lexeme), which belong to the inflectional paradigm. Other linguists (A. Grishchenko) believe that the zero, comparative and superlative degrees differ in lexical meaning, have different word-forming means of its expression and therefore constitute different lexemes. This approach is becoming dominant in modern linguistics.

In the works of I. Vykhoanets, O. Bezpoyasko, comparative and superlative grammemes are considered as a category with a separate morphological and word-forming status. The semantic specificity of comparative and superlative grammemes is manifested in the fact that they form independent lexical units, in which the lexical meaning is modified and the motivation of the need to express the corresponding degree of manifestation of the feature occurs. Traditionally, the formation of comparison degrees is considered in morphology. According to V. Gorpnych, the category of the degree of manifestation of the feature has four grammemes: zero degree, higher degree, or comparative, highest degree, or superlative, absolute degree, or relative [17]. Traditional in Ukrainian linguistics is the definition of the comparative as the higher degree of comparison of adjectives/adverbs, which expresses a greater or lesser degree of manifestation of a feature compared to the neutral degree, the superlative as the highest degree of comparison of adjectives, which expresses the greatest degree of manifestation of a feature compared to the neutral degree. In addition to these

grammemes, there is also a form of the elative – the grammeme of the highest degree of comparison, which means an absolute, extreme, limiting measure of manifestation of a feature unrelated to comparison [13].

The category of comparison degrees of the Ukrainian language is inherent only to predicates with the meaning of quality [16]. It is known that the so-called comparative and superlative degrees of comparison are not formed from all adjectives. It is often indicated that the category of comparison degrees is inherent only to qualitative adjectives. In this regard, O. Bezpyasnyk notes: “The measure of intensity of a feature, its quantitative expression is conveyed only by qualitative adjectives; these values are not inherent in relative adjectives. However, among qualitative adjectives, the carriers of the semantic-grammatical meanings of intensity and quantity of a feature are not the entire composition of lexemes, but only the derived groups of names that characterize the object according to external and internal signs” [18]. The idea that relative adjectives express an invariable feature of an object as a property that follows from its connections with other objects or phenomena of extralinguistic reality has been established in linguistics and is not subject to any doubts.

Despite the restrictions, imposed by the language system, in the communicative space itself, in specific communication situations, there are cases when representatives of the category of relative intensity of the feature are morphological words with the part-speech meaning of attribution, which express the feature of objects indirectly, through the relationship to other objects, as well as those qualitative words that, according to morphological norms, are deprived of the gradation of a qualitative feature, as well as adjectives with the meaning of possessiveness or ordinality. In this regard, the grammemes of the comparative, superlative and elative require a comprehensive classification for an adequate interpretation of their grammatical peculiarity in the system of parts of speech, as well as for providing comments on the study of such atypical forms of adjectives by foreign students and the introduction of new mechanisms into the methodology of the Ukrainian language as a foreign one.

Reflections on the peculiarities of the gradation of features by adjectives of different lexical and grammatical categories are presented by Yu. Karpenko – “if you think about it, then in our world there is nothing but objects – real or imaginary (virtual) and signs, attributes of these objects. Signs can be fixed, static, expressed mainly by adjectives (the boy is smart, the boy is stupid), and dynamic, rapidly changing, transmitted mainly by verbs (the boy eats, the boy sleeps). But both are signs of objects. There is nothing else in the world. And gradation – the volume, the measure of manifestation of a sign – cannot be its most essential property. After all, all other grammatical categories of adjectives (gender, number and case) are simply a reflection of the corresponding features of the object – a noun. But the expression of degree – positive, comparative, superlative (or first, second, third and, not excluded, fourth) – is a grammatical category organically inherent in adjectives, long associated with qualitative adjectives. Nowadays it penetrates more and more deeply into relative adjectives, which at the same time acquire a qualitative coloring” [10]. Of course, there are relative adjectives, from which no poet has yet formed a comparative or superlative degree. But far from all such formations have been found, and, most importantly, there is no principled prohibition of forms of gradation from any relative adjective in the language, giving it a qualitative, that is, variable, mobile content.

Thus, the category of the relative measure of the quality of adjectives (comparative/superlative/elative forms) is included in the grammatical categories of the Ukrainian language. It occupies an intermediate place between morphological and syntactic categories, is directly manifested at such levels of language

structure as lexical-semantic, word-formation, morphological and syntactic, and also contains a corresponding pragmatic charge, the potential for use to create a special expression, economy of speech means. Non-normative gradation of adjective and adverb forms and their non-compliance with the grammatical norms of the Ukrainian language reflects hidden linguistic resources and opportunities.

Non-normative occasional results of morphological derivation demonstrate the actualization of grammatical potentialities and filling of the "empty cells" of the morphological paradigm of the adjective. Any word-formation innovation, no matter how much it violates the systematicity of word formation and the statics of codified norms, is always firmly based on national linguistic traditions, on national linguistic wealth. The word-formation specificity of comparative and superlative grammemes is determined by the number of affixes that convey the modification of a qualitative feature.

9.4 FEATURES OF STUDYING THE ADJECTIVE IN THE STRUCTURE OF THE COURSE "UKRAINIAN AS A FOREIGN LANGUAGE": PROBLEM SITUATIONS IN THE STUDY OF ATYPICAL FORMS OF THE ADJECTIVE OF THE UKRAINIAN LANGUAGE BY FOREIGN STUDENTS

The adjective as a part of the language, characterized by a number of lexical-word-forming, semantic and grammatical features, characteristic only of the Ukrainian language, causes certain difficulties in its study by foreign citizens. The question also arises of how to optimize the learning process and make it effective.

A significant number of lexical innovations, including non-normative comparative forms of adjectives, are gradually becoming the property of a wide language practice and literary language as a whole from a narrowly specialized sphere of functioning, which necessitates the development of a special methodology in the study of atypical grammatical phenomena in the sphere by foreign students.

At the initial stage of studying the adjective of the Ukrainian language, foreign students get acquainted with the features of the grammatical categories of the gender, number and case of the adjective and their dependence on the grammatical categories of the noun, with which the adjective agrees; with the lexical and grammatical categories of the adjective and the features of the formation of each of the degrees of comparison, their typical means of implementation. After understanding the system of typical uses, it is worth paying attention to the pragmatic level, in particular the expression of evaluative values in communicative situations.

During the study of the adjective, the teacher emphasizes that adjectives agree with nouns in gender, number and case, and comparison degrees are formed only from qualitative adjectives. As is known, one of the typological features of the grammatical category of comparison degrees is the ability to form them not from all adjectives. The teacher of Ukrainian as a foreign language course should add a comment that the derivational base of graded forms cannot be adjectives that do not indicate the proper feature. This applies to the group of relative adjective formations to the greatest extent. In the grammatical structure of the language, only the qualities themselves, which express the feature directly, are manifested to a greater or lesser extent. However, even such words do not always have the ability to form graded forms. This means that qualitative adjectives do not constitute a single-level lexical-grammatical category.

In textbooks on the Ukrainian language as a foreign language, the following tasks are typical:

Task 1. Read the adjectives, indicate which category of adjectives they belong to in terms of meaning.

Form the comparative degree of comparison of the adjectives.

Цегельний завод, дорогий інструмент, тонкий шар бетону, ефективний спосіб укладання асфальту.

Task 2. Form all possible forms of degrees of comparison from the adjectives below, where it is impossible to do this, explain why.

Гострий інструмент, ефективно виконання, хімічні речовини, результативний метод проектування, складне завдання, низька температура, здібний студент-інженер.

Task 3. Name a line, in which degrees of comparison can be formed from all words:

1. *Сліпий, приємний, синій, гучний, білуватий.*
2. *Красивий, м'який, високий, глибокий, похмурий.*
3. *Глухий, чорний, товстий, цікавий, босий.*
4. *Надзвичайний, лисячий, синюватий, добрий.*

The performance of the above tasks usually does not cause any particular difficulties in understanding by foreign students, however, in the process of discussing modern popular science articles, literary texts, advertising and when working with texts of various nature, foreign students have difficulties in understanding atypical forms of adjectives that form degrees of comparison contrary to the approved grammatical rules, which causes misunderstanding of certain communicative situations and dissonance of the learned rules and practical use of the Ukrainian language.

Certain difficulties in understanding the category of comparison degrees by foreign students can be caused by the traditional division of adjectives into qualitative and relative, since a characteristic tendency of the modern Ukrainian language is the attraction of relative, ordinal, possessive and pronominal adjectives to the formation of comparison degrees, which is a violation of the linguistic norm between native speakers and persons who are at the stage of mastering the language.

Actually, it is about knowledge of the spheres of human activity and communication, as well as the manipulative nature of language, which underlies its variability and subjectivity. Sometimes people, having perfect command of the language, often feel helpless in some spheres of communication due to the lack of practical skills in using the genre forms of these spheres.

Modern artistic, newspaper, advertising, Internet and even dictionary sources contain numerous forms of comparative, superlative and relative, formed in violation of the language norm, therefore, in the texts of textbooks on the Ukrainian language as a foreign language, special comments should be given on the use of such forms, e.g.: *"сонце було немилосердне – на такий сновородці навіть чорні маторжаники з гідного тертого бурякового насіння найголоденніші не смажать"* (V. Zatuliviter) [19]; *"Нема **нужденнішої** на землі людини, / Яка нікого у житті не любить"* (I. Drach) [20].

After these texts of poems, it is necessary to comment on the fact that the adjective with the suffix -enn- is graded, which can form degrees of comparison in accordance with language norms.

It should also be noted that in both examples, the grammemes of the comparative and superlative are used to actualize the meaning of a negative assessment, which is explained by the author's intention and the influence of the context – "the results of occasional derivational processes, introduced into

artistic communicative-pragmatic situations, encourage the addressee to experience, evoke feelings in him/her" [7].

In newspapers and weeklies, in advertising, atypical forms of adjectives are used quite often, e.g.: *"Ти абсолютний нуль – повторює собі ця людина, – найабсолютніший нуль. Тебе – що є, що нема – однаково"* (Т. Malyarchuk) [21]; *"От я свиня – то вже свиня! Од свиней свиніш"* (Р. Tichyna) [22]; *"Найостаннійший матч у кар'єрі Андрія Шевченка"* [23] *"Найгладмурнішою жінкою року стала Кайлі Міноуз"* (M1: Onenews, 08/08/06); *"Нова суперчетвірка — найбамбінніший мікс екзотичних фруктів: лічі, фейхоа, маракуйя, гранат"* [23]; *"Найексклюзивніші новини на нашому каналі"* (1+1: ТСН, 16/02/09); *"Маска Electric EG 2 ANDREAS WIIG – найтоповіша маска в лінійці Electric"* [24].

Therefore, such forms of adjectives can be considered atypical, since they are formed in violation of language norms. For students to fully understand the purpose of using metaphorical adjective forms, in addition to interpreting new meanings and assessments that have arisen in the text, the mechanism of formation of such forms should be explained. The teacher should note that the contradiction between the grammatical meaning of a certain lexical-grammatical category of an adjective and its form of the comparison degree causes a change in lexical meaning, that is, the grammatical meaning in a certain context is influenced by the lexical meaning of the word, which, as a result of this influence, begins to express an evaluative meaning.

Also, the text of the textbooks should provide comments on the functional style of speech, in which a non-normative unit is used. The presence of such comments in the texts of textbooks will contribute to mastering the complex of language genres, accepted in society, since each of them has its own set of language means and models of behavior.

For example, it is traditionally believed that the pragmatic function of words is most fully revealed in the language of fiction, in particular, we can trace the active functioning of the analyzed units in the language of poetry. The use of adjectives in a figurative meaning to model the evaluative meaning is, of course, quite common, which generally corresponds to the pragmatic orientation of evaluation – the expression of attitude towards the referent, which, as a rule, is accompanied by emotional and figurative connotations in speech.

Analysis of adjectives in texts of different genres and explanation of the specifics of the use of atypical forms of adjectives helps to find out how adjectives are used in different linguistic contexts and what meanings they convey. To conduct a text analysis of fiction texts, foreign students can be offered to use a text language analysis program, which allows you to automatically highlight adjectives in the text and conduct statistical analysis. To analyze Ukrainian fiction texts, you can use such programs as 17 Poliqarp or TextCrunch. These programs allow you to highlight adjectives in texts and perform statistical analyses, such as distribution by gender and number, distribution by degree of comparison, frequency of use, and other parameters. Analysis of adjectives in literary texts can help reveal the author's writing style, describe the characteristics of characters, and also clarify the connections between adjectives and other elements of the text. The teacher's explanation of the use of atypical forms of adjectives in different styles of the modern Ukrainian language will help foreign students master the language of the country of study, as well as skillfully use language tools in communication and to understand text features while reading, watching feature films, in professional communication, etc.

9.5 DISCUSSION OF THE RESULTS OF SECTION 9

Forming the communicative skills of foreign students through the study of the evaluative potential of language units and the study of the use and understanding of such atypical forms allows us to create conditions that are as close as possible to real language communication in Ukrainian. In order to increase the interest of students and, as a result, increase the effectiveness of studying Ukrainian phraseology, we have developed a system of tasks for foreign students at each stage.

Taking into account the results of our research, the author can argue that the study of atypical forms of adjectives of the Ukrainian language (as well as other morphological parts of speech) intensifies and significantly increases the effectiveness of the process of learning to understand and use Ukrainian communicative units. These technologies improve the effectiveness of both classroom and independent work of foreign students with texts in Ukrainian and oral speech. It is very important that the study of the pragmatic potential of language units in the structure of Ukrainian as a foreign language course allows us to create conditions for the audience that are as close as possible to real communication in the foreign language. This is also noted by other researchers [2, 25].

Therefore, the reform of language education consists, first of all, in reorienting language courses to the development of language skills and abilities necessary for solving life problems, satisfying cultural requests and communicative needs, and practical activities.

Work with foreign students in an educational communicative situation should also be aimed at familiarizing them with atypical implementations of language units in certain contexts, including the grammatical meanings of adjectives.

Including special comments regarding the results of transferring grammatical forms from one type of relationship to another and interpreting new meanings that appear as a result of such transfers in the texts of textbooks and manuals on the Ukrainian language as a foreign one will contribute to the improvement of the methodology for teaching the Ukrainian language as a foreign language course.

Given the relevance of this topic, we consider it necessary to continue the development of research that will increase the effectiveness of teaching foreign students Russian and Ukrainian languages, make the educational process more interesting and diverse, and contribute to improving cognitive activity and the educational level of future specialists.

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PROJECTIVE-RECURSIVE TECHNOLOGY AS A PREDICTOR OF EFFICIENCY IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

The work is devoted to the analysis of intellectual resources of projective-recursive technology in teaching English.

The authors highlight the essential dimensions and basic characteristics of metacognitive activity: planning, cognitive monitoring, control as mechanisms for regulating intellectual activity by subjects of foreign language learning. The importance of the active position of education seekers in the areas of monitoring and control of knowledge and skills of learning English is emphasized. The role of recursive mechanisms in organizing thought-speech patterns and ensuring productive feedback in bilingual communication situations is substantiated. The experience of using projective-recursive technology in teaching English metacognitive schemes of various types in teaching English is presented: schemes of grammatical sequence, conceptual, algorithmic and mental schemes. The effectiveness of the use of metacognitive schemes in the logic of projective-recursive technology of teaching English has been proven.

KEYWORDS

Metacognitive activity, metacognitive monitoring, projective-recursive technology, metacognitive schemes, foreign language teaching.

10.1 CONCEPTUAL PRINCIPLES OF METACOGNITIVE ACTIVITY OF THE INDIVIDUAL WHEN LEARNING A FOREIGN LANGUAGE

The polymodality of rapid changes, the total digitalization of all segments of the modern information society lead to a prolonged modification of the worldview concepts of humanity, predictors of the sociolect of subjects of linguistic consciousness, which form the conceptual space of the mental continuum of the 21st century. Representatives of the new generation – the Internet-Generation, whose cognitive life-creation strategies are consonant with the variable matrix of the world order of the information society and the unbridled dynamics of the present, are especially sensitive to the latest trends in the development of the space-time chronotope of civilization. Powerful digital technologies, the availability of information and artificial intelligence services, the possibility of integration into a wide network space express the subjective resources of the new generation of humanity, directing young people to the constants of *soft-skills* of personal development programs. At the same time, the intellectual models of the Internet generation are becoming increasingly widespread: clip-like thinking, a superficial approach to information analysis and decision-making, simplification of logical-semantic constructions of speech, orientation to the test format

for monitoring the quality of knowledge [1, 2], neglect of scenarios for the formation of hard skills, and in particular – in mastering a foreign language. Therefore, the current contradiction between the challenges of intensive digitalization of the socio-cultural space of the 21st century and the tendency to simplify cognitive strategies for the Internet generation's understanding of models of the world order necessitates a rethinking of the paradigmatic meanings of the cognitive development of young people, and primarily in the area of improving the teaching of the foreign (English) language.

The world scientific community is constantly discussing the issues of monitoring and contextual designation of indicators of multidimensional quality of foreign language teaching [2], emphasizing the need for integrity and multi-vector perception of educational reality, which provides adequate learning experience and stimulates the formation of cognitive interest of students in learning a foreign language [2, 3]. We are absolutely aware of the fact (and this is confirmed by the analysis of scientific and methodological literature and our own experience of teaching English [4]) that only a meaningful attitude to learning a foreign language with systematic mastery of language material and consistent language practice formats prolonged analytical-synthetic and cause-and-effect relationships that contribute to the development of foreign language thinking and coherent speech and guarantee high-quality language mastery. Similar ideas are also expressed by Y. Jiani, Zh. Fusheng, Li Hongying [2], M. Angelini, A. García-Carbonell [3], focusing on the importance of the development of language activity in accordance with the grammatical schemes and semantic connections of the foreign language system, which determines the formation of full-fledged language and communicative competence of students. R. Gardner [5] emphasizes the importance for the full formatting of language consciousness and language competences of the development of language activity of students in accordance with the grammatical schemes and semantic constructs of a foreign language (Second Language). And the concept of metacognitive activity of subjects of language consciousness seems to us the most adequate in the context of the above.

The concept of metacognitive activity is a relatively new construct for psycholinguistics. The conceptual foundations of the study of metacognitive processes and metacognitive activity of the individual as a whole are associated with the research work of J. Flavell, who was the first to use the concept of "metacognition" to denote a special class of integrative processes, aimed at regulating cognitive activity [6]. In modern cognitive science, the most well-founded are primarily the following theoretical models of metacognition: the cognitive monitoring model of J. Flavell [6], the process-oriented model of metacognition of J. Borkowski [7], and the two-level model of metacognitive regulation of T. Nelson and L. Narens [8].

According to the theoretical and methodological conclusions of the scientists, the semantic registers of metacognition determine special integrative (in the unity of cognitive, psychosocial, psycholinguistic, linguistic markers) processes, aimed at regulating cognitive activity [6–9], in particular: forecasting (goal setting), planning, monitoring and control.

Functionally, metacognition resonates with the paradigmatic vectors of reflection of the sensory-perceptual, mnemonic, intellectual and communicative-interactive segments of conscious self-realization by the subject. Recognition of information objects, phonological and semantic coding and decoding of speech syntagms, expression of semantic constructs (especially when learning a foreign language by students of different levels of education) fall under meta-level control and normotypic assessment of the quality of metacognitive activity. T. Nelson and L. Narens, for example, note that metacognition makes the educational process

more effective, influencing the cognitive actions of students at different stages of the process of mastering knowledge and skills – from the actualization of the stimulus to the final understanding of the information content [8]. Accordingly, metacognitive activity means a general paradigmatic continuum of comprehension by the subject of knowledge of the predictors of his/her own mental reflection of reality, which consists not only in the reflective contemplation by the person of his/her internal mental reality, but also in the ability to manage his/her cognitive processes: the ability to consciously formulate the goal of cognition, analyze the conditions of the task, evaluate and choose the most effective strategies for solving the problem issue, and also evaluate the success of the work performed. Therefore, we can interpret the concept of “metacognitive activity” as an intrapsychic mechanism for regulating cognitive and metacognitive processes through positive implicit beliefs of the individual regarding his or her own cognitive sphere and the intensification of the main parameters (purposefulness, expediency, speed, productivity, flexibility, awareness) of cognitive activity [9–11].

Perceiving the metacognitive activity of subjects of educational activity as the most perfect way of conscious management of intellectual activity, tracking the sequence and essential aspects of cognitive actions (goal setting, planning of mental actions and control over their course), we can state a two-component perspective of metacognition, which is realized in the integrity of the content-regulatory and functional-regulatory segments of metacognitive activity. The implementation of the content-regulatory aspect of metacognition determines the awareness by the student of the meaning of his/her own cognitive processes, monitoring the level of mastery by means of their regulation and improvement, understanding his/her own resources on the way to the goal of cognitive activity. The functional-regulatory segment of metacognition expresses the metacognitive (and therefore – conscious and controlled) involvement of the student in the educational process, acceptance of the goal of the educational system, the meanings of the educational program, the ability to control the results and reflect on the course of the cognitive process. Metacognitive control in combination with implicit judgments of metacognitive monitoring (in particular, such as awareness of gaps in knowledge and the need to resolve the problem, awareness of the significance of certain information for correcting errors; motivational judgments and guidelines necessary for understanding and managing learning, etc.) determines the procedural features of planning and distributing learning time, using effective learning strategies and techniques, and assessing the progress of one’s own achievements (for example, [4, 7, 8, 10]).

An important role in building the competences of metacognitive activity of education seekers, their awareness of the essence of their own cognitive activity and its results is played by metacognitive monitoring – a complexly structured combination of cognitive actions, aimed at tracking the sequence of the process and results of cognition during the performance of tasks and the assimilation of experience. The dimensions of metacognitive monitoring record not only the understanding by education seekers of the procedural coordinates of learning and the results of their own cognitive activity, the ability to track the specifics of internalized experience, but also organize and systematize the skills of analyzing their own cognitive actions, the conditions for applying the necessary educational strategies, and explicit judgments in the perspective of the holistic development of the mental structures of the personality. According to the statement of Yu. Vatan (which we fully share), reflective processes, thanks to which a person receives information about his/her cognitive activity, give a person the opportunity to influence the dimensions of cognition: to adequately perceive, process, store and reproduce information, plan and predict the results of

cognitive actions, control and adjust the process and the cost of personal and intellectual resources [9, 12]. Thus, the metacognitive activity of subjects studying a foreign language appears as a basic predictor of the management of intellectual activity, the fundamental basis of which is not the objective, but the subjective reality of a person's mental reflection and worldview. Therefore, there are grounds to study the metacognitive activity of a person as a special segment of self-consciousness, focused on understanding the personified formants of the mental and speech constructs of human experience and the prospects of learning in general. For example, in the planes of P. Tarricone's taxonomy of cognitions [11], two groups of critical markers of the development of the personality and consciousness of subjects of activity are expressed:

1) metacognitive knowledge: awareness and metamemory of a person about him/herself and others (knowledge about motivational drives, identity and self-awareness of subjects of cognitive activity, universal knowledge about human interaction), knowledge about the cognitive task, its contextual characteristics and solution strategies. The level of metacognitive regulation of the information field and coordinates of a person's cognitive experience also concerns strategies for processing information, its planning, monitoring, control, critical evaluation and reflection;

2) metacognitive skills: skills of self-regulation, monitoring and control of self- and inter-regulatory aspects of cognitive processes; skills of decision-making and choosing effective metacognitive strategies for solving a problem. Metacognitive information processing skills are considered by P. Tarricone as a necessary condition for improving the learning outcomes of schoolchildren and students of different age groups [11].

Pragmatic structures of regulatory functions of metacognitive activity of subjects of learning, and in particular – on the path of mastering a foreign language, play a special role in the thought-speech continuum of subjective human experience, which is explained by the intentional nature of the feature and is operationally expressed in various ways, among which we consider the most effective projective-recursive technology of organizing English language learning.

10.2 ESSENTIAL FEATURES OF PROJECTIVE-RECURSIVE TECHNOLOGY IN ENGLISH LANGUAGE TEACHING

The multilingualism of the living environment of representatives of the modern Internet generation determines the need to develop the ability to understand and independently model textual constructs of a foreign language, and therefore – to form a secondary linguistic personality, which generates vectors of synergistic worldview and life creation at the cross-cultural level of being. The axiomatic scenario for the development of the linguistic consciousness of the individual (in particular, when learning English as a foreign language) can be recognized as the content of the actualization of metacognitive processes in the system of development of reflective and metacognitive forms of intellectual activity. At the same time, the problem of linguodidactic substantiation of strategies for improving the metacognitive skills of pupils and students is still on the periphery of scientific research. Starting from the initial stages of teaching a foreign language, students are traditionally focused on the completeness and accuracy of perception and reproduction (recall) of information, and not on the development of competent solution of semantic, problematic tasks in the discourse of the language being studied. While imitative, mainly passive-mechanistic models of teaching English cannot

guarantee the development of speech and thinking skills of metacognitive activity of the individual in accordance with the grammatical schemes and semantic connections of the foreign language system. Therefore, we consider it necessary when modeling the educational environment for teaching a foreign language for specialists to focus on formatting the metacognitive skills of the individual – the ability to independently build the semantic structure of a speech utterance, understanding the textual constructs of a foreign language; to focus on the significance of developing metacognitive aspects of dynamic communication, which is conceived as a multilevel process, focused on the self-configuration of meanings in the dialogue of cultures.

An interesting experience of expressing an integrative approach in the practice of teaching English, taking into account the concepts of metacognition, is, for example, the Content and Language Integrated Learning (hereinafter – CLIL) system, which is based on the awareness of the content continuum of the English language (see the works of D. Coyle, Ph. Hood, and D. Marsh [12]) and outlines the triad of sense formation: language as a tool of cognition (language of learning), language as a means of communication (language for learning) and language as a subject of study (language through learning). This allows teachers to focus on mastering the lexical and grammatical segment of the foreign language when teaching English, and at the same time to model a developmental educational space that stimulates the development of foreign language culture and metacognitive abilities of students. The vector of development of metacognitive (mental) skills in the CLIL system is directed from procedural cognitive formations (systems of knowledge, logical mechanisms of creation and understanding of speech constructs) to skills of analytical-synthetic activity [12], which contributes to the development of cognitive and metacognitive potential of the individual.

Scientific psycholinguistic research of the authors of this project [4, 13] led to the adaptive inclusion of projective-recursive technology, the most common in the field of programming and computer literacy training, into the integrative system of teaching English.

The composition of the innovative projective-recursive technology of teaching a foreign language was carried out taking into account the psycholinguistic principles of algorithmic analysis and recursive synthesis of pragmalinguistic speech formulas in the plane of projective strategies for the development of communicative competences of beneficiaries. In particular, it was noted that the content of the projective teaching strategy is quite effective for open systems with a certain degree of unpredictability in development, the functional significance of which is revealed in situations of uncertainty and cognitive dissonance – and this is exactly what the foreign language teaching system is.

The outline of the essence of the projective philosophy of foreign language teaching is based on the awareness of the coordinates of a time-limited purposeful change of a separate system (pragmalinguistic formula of foreign language content) in accordance with the established requirements for the quality of results and the expected expenditure of subjectively significant resources. In general, the term “projection” (from Latin *projectio* – “throwing forward”) is actively used in mathematical sciences to denote the image of spatial figures on a plane, as well as in psychology – to denote the specificity of a person’s perception of his/her own mental processes as properties of an external object through the unconscious transfer of his/her subjective impulses, maxims, and experiences to it. In the context of didactics, the semantic field of definitions “projection”, “projective” reflects the integrative synthesis of both semantic constructs and can be considered as a promising aspect of personal modeling by the subject of cognition of the image of the desired result of metacognitive activity.

At the same time, human thinking regularly demonstrates recursive properties (functions, repeating fractals of self-similarity of features), to which language sequences are functionally adapted, which demonstrate the ability to produce nested sentences and speech constructions that expand the conceptual sphere of concepts and multilingual constructs. Therefore, recursive didactics involves constructive immersion in the discourse of the nonlinear-communicative paradigm of the post-nonclassical model of cognition.

Recursion (from Latin *recursiō* – “return”) can be interpreted as the basis of metacognitive activity of subjects of the educational space, which allows building an individual cognitive map of a person’s cognitive experience, creating “nesting” of some ideas into others on the border of objective stimuli (external educational instructions) and subjective (internal, internalized) schemes of understanding. Such a “recursive encounter” determines the format of the thinking and communicative processes of the authentic depth of mastering a foreign language, allows for the implementation of metacognitive patterns of thinking and speech events, taking into account the effect of the conscious involvement of the pupil and/or student in a specific language situation. The field of attention of the carriers of language consciousness is not the formal situation, but the subjective attitude of the individual to it, which specifies the metacognitive dimensions of a person’s perception of textualized events, his/her personalized attitude to the development of the situation, awareness of markers of thinking and speech constructs, and behavioral patterns.

A thematic review of scientific discussions allows us to interpret the recursive model of cognition as a new direction in cognitive psychology, designed to describe the functioning of the psyche in various situations of social interaction; in particular, the recursive model denotes the coordinates of modeling human experience, how the subject evaluates situations, makes decisions, rethinks past experience, etc. Professor A. Anisimov, who has been involved in research on recursion in various spheres of human activity, defines this phenomenon as a way of organizing a system, in which the system at certain moments of its development creates its own modified copies, includes them in its structure and interacts with them [14], thereby activating human intellectual activity.

Recursive technologies for organizing the educational space are characterized primarily by the flexibility of describing educational and descriptive tasks, which allows in the dynamics of mastering a foreign language to vary logical sequences and language constructs (to complicate and/or simplify lexical formants, speech syntagmas, texts as a whole) in accordance with the rules of the educational program as a self-organized system. Therefore, in the dimension of building a projective-recursive model of cognition, there is an opportunity to avoid unfounded simplification of the thinking-speech content and the involved language resource and, at the same time, stimulate the metacognitive activity of the knowledge seeker, aimed not only at the reproductive recreation of the foreign language segment of experience, but also at the balanced production of informative constructs in order to achieve the planned goal and rethink previous experience in the perspective of bilingual text creation.

The operational sequence of learning a foreign language and the projective-recursive technology of building metacognitive skills in the context of the above appear as a tool that opens up a fractal-recursive psychological reality for a person, contributes to the development of personal reflexivity and the improvement of the resourcefulness of communicative feedback, necessary for the implementation of metacognitive monitoring and evaluation of the language experience, acquired by pupils and/or students. Accordingly, projective-recursive technology is deployed as a predictor of effective English language teaching, which is based on the formation of such metacognitions as:

- comparison of new information with previously acquired patterns of thinking and speech experience (knowledge and skills of the bilingual or multilingual continuum);
- selection and conscious use of optimal thinking operations for performing a certain task: building situational sequences, chronotopes of behavior patterns; categorization and comparison of objects of analysis; formation of cause-and-effect relationships, etc.;
- planning, monitoring and evaluation of procedural markers of foreign language constructions and communicative texts;
- providing congruent feedback in bilingual communication.

Deepening the meanings of recursion in the planes of a person's metacognitive activity guarantees the structuring of internal synergies of metacognition on the basis of repeated recursive actions with information.

Thus, recursion launches a sequential cycle of self-organization of thinking-speech patterns of learning a foreign language, where each previous stage creates the prerequisites for the next; projective-recursive technology harmonizes the synergies of the mental, thinking-speech and perceptual-interactive segments of the cognitive activity of the individual. The visualization of the above-mentioned cognitions in English language teaching is facilitated, in particular, by the use of metacognitive schemes.

10.3 DEVELOPMENTAL POTENTIAL OF METACOGNITIVE SCHEMES

One of the important attractors of improving the methodology of teaching a foreign language in the resource dimensions of projective-recursive technology is, in our opinion, the correspondence of the proposed teaching practices to the mental characteristics of the beneficiaries. This is determined by such principles of educational process management as:

- taking into account the socio-cultural context (L. Vygotsky) of the personal and intellectual development of subjects of metacognitive activity;
- orientation on markers of age development and sensitive periods of the genesis of personality existence, which specify the resource possibilities of mastering by consumers of educational services of a new generation of grammatical formulas and semantic constructs of a foreign language (R. Gardner, N. Tokareva, M. Tsegelska, A. Cleeremans, D. Achoui et al. [4, 5, 13, 15]), productive strategies of subject-subject communication and patterns of adequate behavior (N. Tokareva [1]);
- understanding of the tendencies of amplification (deepening and enrichment) of metacognitive development of the personality in the plane of continuous mental formation of subjects of activity (A. Cleeremans, D. Achoui [15]);
- awareness of the dialectical unity and asymmetry of the identification of emotional and intellectual vectors of mental development of the individual (L. Vygotsky) in the continuum of the principle of unity of consciousness and activity (S. Rubinstein), which determine the target representations of the first order in the educational process;
- recognition of the role of sign-symbolic patterns (semiotic structures of the word, meaning, mythologems) in the mediation of knowledge, skills, metacognitive experience of the individual as a whole;

– consideration of combining mechanisms of internalization (transfer of external, objective actions to the internal, intellectual plane – modeling of images, concepts, reasoning, inferences) and exteriorization (transfer of thoughts, ideas, images to the real plan of implementation – realization of metacognitive actions, behavioral patterns) of educational actions in the system.

Teaching English in a specially created open space of mental search, which allows students to conceptualize and expand the linguistic picture of the world, promotes consistent study and understanding by students of the mental structure of the foreign language, develops metacognitive skills of consciously building, controlling and monitoring the information model of the pragmalinguistic formula of foreign language content.

The approximate basis for teaching English with the use of projective-recursive technology is successfully formatted by metacognitive schemes (or maps), developed on the basis of the private enterprise “Interclass Educational Center” (Kryvyi Rih, Ukraine), certified as an institution of extracurricular education in the humanitarian direction [4, 13]. The complex of educational and developmental schemes has a powerful heuristic and developmental resource: schemes help structure students’ thinking, enrich vocabulary, improve skills in categorization and classification of lexemes, contribute to the formation of speaking skills; they are the basis for the implementation of meaningful memorization.

Metacognitive schemes perform the functions of a graphic organizer of thematic context, sense formation and recursion of the logical-semantic discourse of the language being studied in the process of teaching English as a foreign language. With each subsequent level of training, pragmalinguistic formulas of schemes become more complicated, which allows implementing a broad logical sequence of formatting knowledge and skills of metacognitive activity in the ontogenetic and sociocultural dynamics of the development of the psyche of schoolchildren and students of different age groups.

Building a denotative graph and creating a corresponding pragmalinguistic formula (*perception of information – memorization – internalization, assimilation of knowledge – initiation of metacognitive activity, use of thinking and speech skills in the practice of bilingual communication*) in the linguistic consciousness of students of “Interclass” determines the systematicity of metacognitive perception and understanding of articulatory-grammatical, semantic and syntagmatic connections between concepts in the structure of the language field. Metacognitive schemes, modeled in the logic of projective-recursive technology, are divided into the following groups according to typological markers of their purpose:

- educational “grammatical rulers”;
- conceptual schemes (“image schemes”), which specify information about a certain concept and its conceptual features in the coordinates of the corresponding thematic field;
- algorithmic schemes;
- mental schemes, the modeling of which occurs around a generalized idea in the dimensions of a certain language field.

Metacognitive schemes of the “Grammatical rulers” type are elementary sign systems – pictograms that visualize the sequence of construction of grammatical or syntagmatic constructions of the language being studied (Fig. 10.1).

Metacognitive schemes of the grammatical ruler type create the supporting foundations for mastering the logic of foreign language discourse and practicing the skills of adequate formatting of statements.

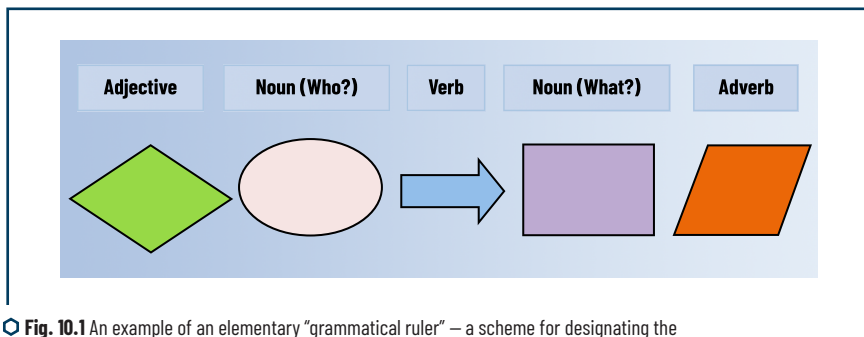


Fig. 10.1 An example of an elementary "grammatical ruler" – a scheme for designating the logical-semantic structuring of a sentence

Metacognitive schemes of the conceptual type perform in the process of teaching English the function of sense formation and construction of students' ideas about identified objects and the structure of the studied concept sphere. As a result of generalization and systematization of symbolic information, a mental denotative graph is built in the linguistic consciousness of students, which ensures understanding of grammatical connections between concepts in the structure of a specific linguistic field (Fig. 10.2).

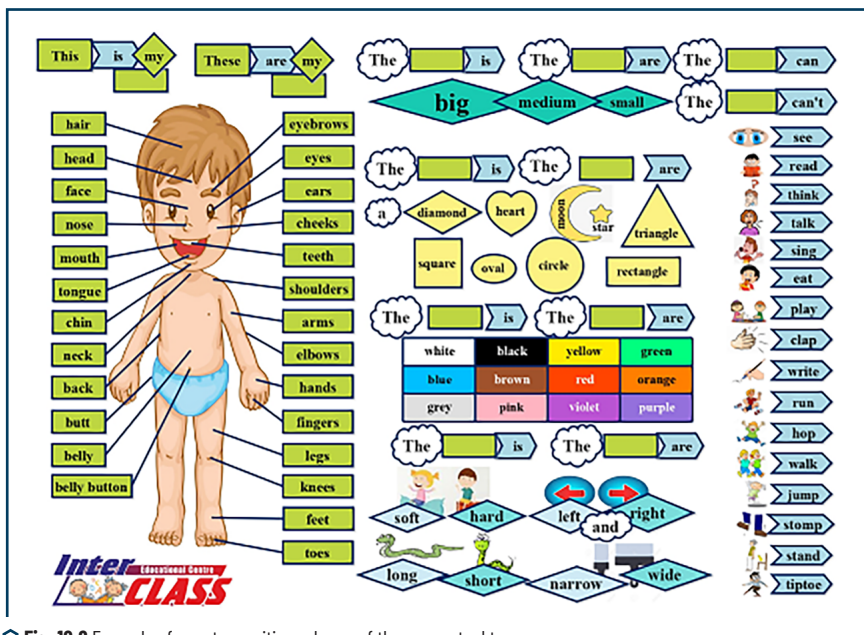


Fig. 10.2 Example of a metacognitive scheme of the conceptual type

Conceptual schemes are built similarly to a spidergram (from English *spider*) – a divariant model of the conceptual sphere of a certain notion, reflecting elementary logical-grammatical discourses of attributive language formations. Metacognitive schemes of the conceptual type ensure the formation of students' vocabulary, mastery of the experience of word formation, assimilation of new knowledge into the structure of linguistic consciousness.

More complex tasks of teaching English can be solved using *metacognitive schemes of the algorithmic type*, reflecting the systemic content of the metacognitive experience of the individual (from basic algorithmized structures – direction, branching to template schemes, patterns). Such metacognitive schemes contribute to the effective and conscious structuring of information, understanding of logical dependencies and coordination of elements of mental denotative graphs of different orders in systems of expansion (linguistic recursion) of the conceptual sphere of the studied notions. Algorithmic metacognitive schemes (**Fig. 10.3**) visually, using images, signs, differentiated color solutions, ensure the assimilation of a logical model and the formation of skills for building a language pattern in the system of foreign language syntax.

When assessing the resource of effectiveness of metacognitive algorithmic schemes, it is worth considering that they express the procedural sequence of metacognitive processes, integrating the dimensions of perception, thinking, and speech in a holistic pattern; Such schemes can suggest information that is missing for building a logical-semantic formula of a text construct (new, forgotten, or insufficiently learned), can become the basis for a heuristic strategy of a person's metacognitive activity.

The most complex form of metacognitive teaching schemes are integrated *mental schemes* (or mind maps), the model of which generalizes language fields and combines them into integral modules, which allows pupils and/or students to more consciously use the broad discourse of a foreign language in a multi-vector continuum of syntagmatic formations (**Fig. 10.4**).

For the purpose of formatting a mental scheme, you can use the projective-recursive content of metacognitive schemes of conceptual and algorithmic type; the processing of schemes of this type can be carried out in different vectors:

1) vertically, for example, in working with the mental scheme "Press" (**Fig. 10.4**) systematic development of metacognitive processes of perception, categorization and assimilation of the concepts "press product format", "size", "content", "illustrations", "details", etc. is ensured;

2) horizontally, for example, a mind map visualizes the sequence of composing and paraphrasing sentences, ordering syntagmatic constructions, presents the possibilities of establishing and varying logical-semantic connections between concepts, and provides examples of the algorithm for building linguistic maxims.

The positive experience of the "Interclass" educational center in teaching English to schoolchildren and/or students with the involvement of projective-recursive technology and metacognitive educational schemes, created on its basis, confirms the effectiveness of the principle of naturalness of the formation of bilingual (or even multilingual) competences in harmony with the metacognitive context of the development of associative thinking and skills of conscious structuring of thought-speech formulas of foreign language discourse in general. Such structures dynamically develop in the temporal dimension of the genesis of the existence of the individual, complementing and organizing information flows in schemes of internalized

experience and strategies of metacognitive activity. Accordingly, metacognitive teaching schemes can be used both when learning new material and to monitor the understanding of the markers of the pragmalinguistic formula of foreign language discourse, the completeness of the perception of information in the logic of English as a foreign language and the improvement of communicative skills.

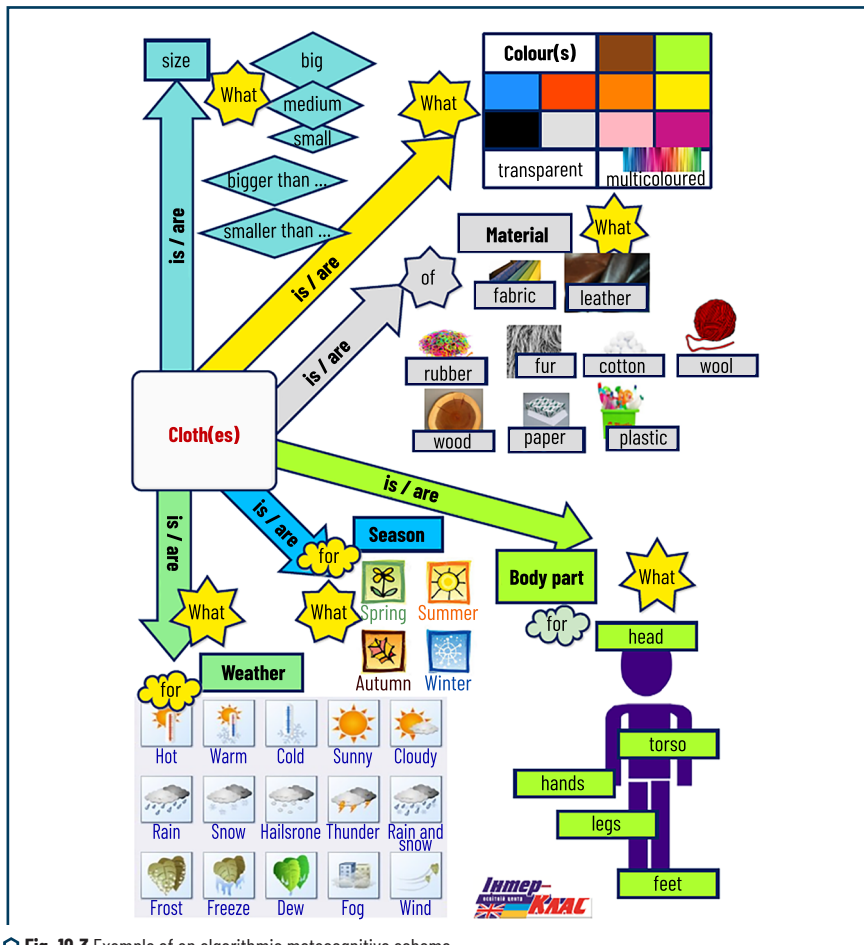


Fig. 10.3 Example of an algorithmic metacognitive scheme

The use of metacognitive teaching schemes in the English language teaching system is also consistent with the resource architecture of the age development of individuals who are engaged in learning a foreign language with the involvement of projective-recursive technology. In particular, the mental

development of preschool and primary school children is characterized by the emergence of higher mental functions (L. Vygotsky) and the intensive development of the sign function of consciousness: children are oriented towards mastering the symbolism of signs as a product of social development and a means of regulating mental activity. This makes children susceptible as possible to working with metacognitive schemes in the development of personal and thought-speech constructs in the space of bilingual communication (for example, when synchronizing the study of their native language and foreign (English) discourses).

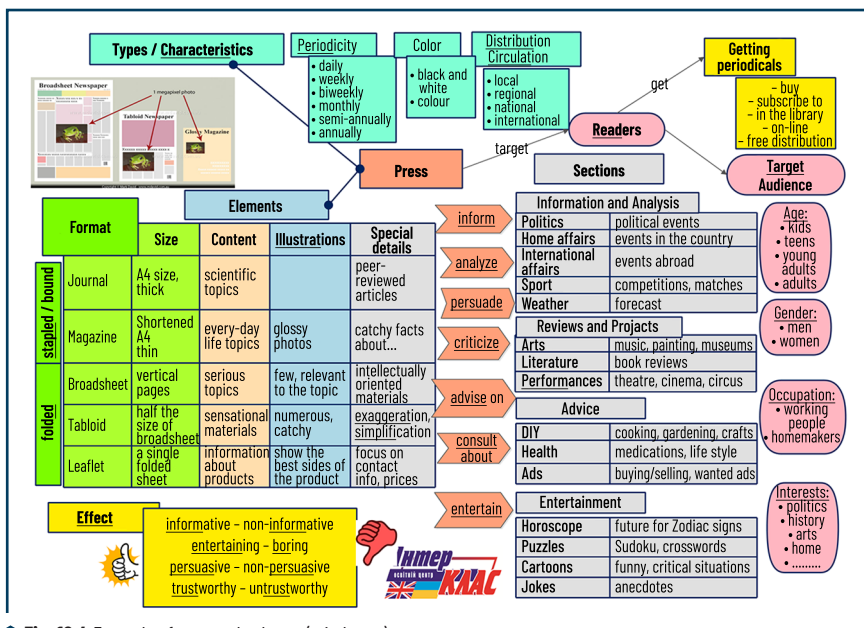


Fig. 10.4 Example of a mental scheme (mind map)

The system-functional integrative approach to teaching preschoolers and younger schoolchildren English as a foreign language with the involvement of projective-recursive technology and metacognitive educational schemes created on its basis allowed:

- to model the educational content, usual (and therefore comfortable) for children of the Internet generation, (multimedia presentations, augmented reality, didactic, role-playing and simulation games, animation, etc.), in the space of which the constant cognitive interest of children in learning is supported;
- to visualize didactic information in a form accessible to children (in the form of a visual-figurative presentation), which corresponds to the age characteristics of preschoolers and younger schoolchildren: the predominance of involuntary attention, visual-figurative thinking, the need for reference schemes when solving cognitive tasks, sensitivity to speech development and the formation of bilingualism experience;

– to stimulate cognitive activity and motivation of children, creating a situation of success in communicative situations by means of educational and developmental programs.

Preschoolers and younger schoolchildren, involved in the innovative programs of the educational center "Interclass", quite easily master the logical and grammatical formulas of a non-native language, harmoniously adapt to the bilingual continuum, confidently format speech constructions, implementing a personal intellectual resource, which implicitly contributes to the development of students' linguistic and communicative competences in the problem field of English as a foreign language. In general, in working with children of preschool and primary school age, metacognitive schemes provide the opportunity for conscious construction of the semantic field of knowledge of the foreign language, effective mastery of new bilingual experience in the chronotope of success in accordance with the child's current level of awareness in the field of thematic constructs and personal level of metacognitive development. Relying on the supporting schemes of structured foreign language content, children in particular perceive the educational environment and learning situations of foreign language acquisition as relatively safe, and therefore do not resort to unconscious protective barriers that block psychological and pedagogical influences and make it impossible to internalize new information without conflict.

The effectiveness of the use of project-recursive teaching technology is also confirmed by the results of metacognitive monitoring with further analysis of markers of speech competences of primary school pupils. The main research method was the method of selective observation with recording of qualitative indicators of respondents' mastery of English as a foreign language in conditions of artificial bilingualism. The sample of respondents (the empirical research group) was formed randomly; it consisted of 38 pupils (6-7 years old) of primary education groups of the educational center "Interclass" (Kryvyi Rih, Ukraine), whose English language (L2) teaching took place in the format of the active use of project-recursive technology and metacognitive educational cards. The control group was formed from first-grade pupils (35 people 6-7 years old, randomly selected) of a comprehensive primary school (Kryvyi Rih, Ukraine). Foreign language teaching of junior schoolchildren in the control group was carried out in the format of a passive model of artificial bilingualism with an orientation to the grammar of speech.

In particular, the following were subject to analysis: representations of foreign language knowledge (denotative representation of content units, adequacy of ordering of syntactic constructions, skill in producing formal (grammatical, lexical, syntactic) constructs), skills of perception and understanding of messages in the foreign language, competent text creation in given conditions of bilingual discourse. In the process of the study, normotypical speech constructs of the corresponding semantic and/or grammatical series, the repetition of lexemes and syntactic constructions in the speech of junior schoolchildren, the frequency of typical speech reactions among the respondents (the absolute frequency of the method of meaning formation, adequate text formation, congruent dialogue) were calculated. This allowed to reconstruct to some extent the vectors of formatting the linguistic consciousness of first-graders and to identify the level of activity of younger schoolchildren in using English as a foreign language. The results of the statistical analysis of the research project data showed that the differences between the experimental and control groups of younger schoolchildren in identifying markers of linguistic consciousness are reliably significant in relation to individual predictors of the logical ordering of speech-thinking constructs (at $p \leq 0.05$). The respondents in

the empirical study group demonstrated statistically better results in listening ($0.038 = p \leq 0.05$ and $0.001 = p \leq 0.05$), understanding the content of oral utterances in a familiar everyday context ($0.041 = p \leq 0.05$) and in identifying communicative competences: the ability to create simple messages in real time using several short sentences ($0.017 = p \leq 0.05$) and the ability to interact with other people in various communicative situations ($0.005 = p \leq 0.05$). At the same time, the results of the study allow us to state the absence of statistical differences between the respondents in the pronunciation and stressing of commonly used words.

The comparison of the results of the included observation of work in different research groups proves that the students of "Interclass" behave more confidently in educational situations, meaningfully solve complex tasks (listening, perception, understanding) taking into account the given conditions of bilingual culture; mastering the grammatical structure of the foreign language, they use their personal intellectual resource and adequately format the logical-semantic and systemic-functional predictors of text messages in English. Therefore, the use of metacognitive schemes in the continuum of project-recursive technology of teaching English to preschoolers and younger schoolchildren can be considered as a productive linguistic-didactic method, since it turns students into active creators of personal experience.

Similar trends are also observed in the study of English by adolescents (secondary and high school students and students of higher education institutions). Systematic observation of markers of cognitive activity of adolescents and youth [1, 13] allows us to state the dominance of clip thinking among the strategies for solving cognitive tasks, which is characterized by a tendency to use visual (figurative) models of substantiation of statements, impulsivity (rapid reaction without detailing arguments and often without involving formal logic of proof) in the context of multiple choice; decisions by adolescents and young adults are made on an intuitive basis, without proper analysis of possible options for cognitive and behavioral scenarios of self-realization. In conditions of absolute accessibility and global information overload, the attention of representatives of the Internet generation – Generation Z – focused primarily on the information content that they consider to be rationally important, concisely presented and visualized (visually presented or supported by visual means). At the same time, it is worth considering the contradictory nature of metacognitive strategies for the mental development of schoolchildren and students of adolescent and young age in the 21st century. The clip-like nature of thinking, the tendency to ergonomics and collage of information content, and the total partialization of language constructs of representatives of the modern adolescent community determine the disposition of young people to perceive information in small portions, simultaneous processing and understanding of texts mainly in the number of characters, placed on one screen of gadgets (in accordance with the principles of algorithmic and programmed teaching), and at the same time, young people of the era of high technology are able to successfully solve complex, multifactorial tasks. In this context, the axiomatic scenario for the development of the resource potential of schoolchildren and students of adolescent and young age (including when learning English as a foreign language) can be recognized as the content of the actualization of metacognitive processes in the system of development of reflective and metacognitive forms of mental activity. Metacognitions appear as markers of personal cognitive processes of adolescents and youth, which perform the functions of active control, voluntary regulation and conscious metacognitive monitoring of cognitive resources of learning subjects. Therefore, structuring the thinking and speech experience of schoolchildren and students with the involvement of grammatical, logical-semantic formulas of

educational metacognitive schemes complements and organizes information flows in the strategies of metacognitive activity of adolescents and youth when learning English as a foreign language, contributes to the development of metacognitive skills of bilingual communication. Thus, the organization of the educational process implements the principle of integrity and multi-vector perception of the bilingual socio-cultural space, which is guaranteed to project an adequate experience of education seekers [2, 3, 13], stimulates the formation and development of metacognitive activity of schoolchildren and students when learning a foreign language.

10.4 DISCUSSION OF THE RESULTS OF SECTION 10

The essential characteristics of a linguistic personality on the path to mastering a foreign language are modeled in the continuum of mastering the linguistic picture of the globalized world by the subject of education, the conceptual-linguistic universe, which expresses the markers of the sociolect of a person of the 21st century in the system of development of reflective and metacognitive forms of speech and thought activity. The predictors of the linguistic picture of the world and the content characteristics of metacognitive activity, perceived by the subject of learning, determine the vectors of self-expression and self-realization of a person.

Understanding the results of this theoretical and empirical study confirms that the phenomenology of metacognitive and bilingual development of a personality in the modern dynamic information society appears as an ambivalent system-forming content of educational innovations. Purposeful formatting of metacognitive activity and language culture of youth of the 21st century determines the effectiveness of the dimensions of mental modeling of reality and successful self-realization of life-creating subjects in conditions of prolonged uncertainty.

Stimulating the heuristic resource of metacognitive activity of schoolchildren and students necessitates the creation of a progressive developmental educational environment full of examples of constructive thinking and speech activity and objectively new ways of modeling the skills of implementing this activity. Special attention in the context of multilingual development of pupils and students must be paid to the ability to independently build the semantic structure of speech utterances, understanding the textual constructs of a foreign language, awareness of the logical-semantic formula of textual constructs in the space of bilingual discourse, and above all – the perception and understanding of analytical and cause-and-effect relationships that produce long-term mastery of a foreign language and successful experience of artificial bilingualism.

One of the scenarios for effective teaching of English as a foreign language is an integrative system-functional approach to the educational process with the involvement of projective-recursive technology and metacognitive educational scheme, created on its basis. Many years of experience of the educational center “Interclass” (Kryvyi Rih, Ukraine) allows us to state that the use of projective-recursive technology in teaching English is well combined with the traditional teaching system, as well as with any rationally modeled innovative educational technology, and therefore allows us to improve the process of developing students’ linguistic consciousness and significantly expand the age coordinates of the respondents’ metacognitive activity. Projective-recursive technology involves building a metacognitive denotative graph,

performs the function of sense formation and modeling mental interpretations in the minds of students. As the content of the studied concept (or logical-syntagmatic formula) is mastered, children form a holistic vision of the trends in the development of metacognitive systems of the language field, an individual thesaurus is compiled, and an understanding of logical-semantic and grammatical connections in the language continuum of the studied foreign language occurs. The advantages of projective-recursive technology as a predictor of effectiveness in teaching English should be considered such features as:

- high efficiency of the educational process, determined by increasing the motivation of students and diversifying teaching techniques;
- optimal feedback in the format of a dialogue, which confirms the effectiveness of mastering a foreign language and allows you to adapt teaching to the specific needs of educational subjects;
- systematicity of the teaching process, because thanks to the use of metacognitive schemes, students can continuously be in the process of learning a foreign language, improving the skills of metacognitive activity.

The practical use of metacognitive strategies for structuring bilingual (or polylingual) experience in learning English involves metacognitive comprehension by pupils and students of lexical and grammatical norms of a non-native language, metacognitive visualization of mental strategies, as well as reflective metacognitive interviews taking into account B. Bloom's taxonomy of higher-order metacognitive skills, which allows for control and correction of the competence development of the intellectual resource of children and youth. The conclusions, presented for review by the scientific community regarding the resource dimensions of projective-recursive technology as a predictor of effective English language teaching using a system of metacognitive schemes, in our opinion, can contribute to solving a wide range of theoretical and practical problems related to understanding the dynamic context of the architectonics of supporting the multilingual development of the personality.

The conducted research does not reveal all aspects of the problem of using metacognitive schemes in the continuum of projective-recursive technology of teaching English to children and youth, but it opens up prospects for further study of trends in metacognitive and multilingual development of the personality in the changing information world. In particular, a promising direction of research may be the content definition of cognitive-affective mechanisms of development of language consciousness in the educational space of the unstable present.

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TRADITIONAL APPROACHES AND MODERN TECHNOLOGIES IN FORMING THE FOREIGN LANGUAGE SPEECH COMPETENCE OF APPLICANTS FOR VOCAL SPECIALIZATIONS: MULTILINGUAL DIMENSION

Nadiia Morhunova, Natalia Afanasieva, Alina Borysova, Lesia Klevaka, Halyna Sokolova

ABSTRACT

The formation of foreign language speech competence of applicants for vocal specializations is an important task of art higher education in Ukraine, especially in the context of rapid globalisation. In particular, the need to master Ukrainian as the language of the educational process, Italian as the basic language for professional activity, and English – with a projection on international interaction is fully justified. Using the example of three languages, the specifics of pedagogical work on the development of speech skills with an emphasis on the communicative component are comprehensively presented. The importance of taking into account the individual, personal, ethnopsychological and professional characteristics of the outlined student audience is emphasized. Among traditional and modern approaches, the most optimal methodological strategies are recognized as: a combination of productive and reproductive types of speech activity within the framework of one lesson; changing the function of the teacher; justified value-semantic and professionally-oriented motivation; cross-cultural interaction; a variety of types of educational and extracurricular activities; multimodality; research and cognitive activity. The use of the latest information technologies, etc.

KEYWORDS

Foreign language, speech competence, vocal and stage skills, ethnopsychological features, cultural context, extracurricular work, research and cognitive activity, information technologies.

11.1 IMPROVING THE ORAL SKILLS OF CHINESE APPLICANTS FOR VOCAL SPECIALIZATIONS: THE MOST APPROPRIATE PEDAGOGICAL STRATEGIES AT THE BASIC AND BOUNDARY LEVELS OF UKRAINIAN LANGUAGE PROFICIENCY

Speech competence as the ability to use language tools to meet the needs of the speaker adequately to a specific situation is recognized as one of the basic characteristics of the individual. The requirements for its level differ significantly, depending on the tasks that the native speaker sets for him/herself. And since Ukrainian higher education institutions have quite rightly been one of the leading European educational and scientific centers for a long time, the Ukrainian language has become a necessary means of learning for a significant number of foreign applicants. According to the standard of the Ukrainian language as a Foreign language, obtaining higher education in Ukraine assumes that foreign speakers have an average (basic) level of proficiency in Ukrainian as a foreign language with a fairly complete acquaintance with the structure of the language, understanding of systemic connections and the ability to thematically broad, sufficiently fast

communication in various communicative situations. Oral speech as a productive type of speech activity is a kind of quintessence of language mastery, the ability to use its main function – to communicate, therefore it requires special teaching attention throughout the entire period of language training.

Oral speech skills, which are a combination of speaking and listening skills, are formed at the initial and basic levels of language acquisition and are aimed at the further development of speech skills [1]. The basis of the speaking skill is the reproductive skills of choosing the morphological and syntactic design of a unit of oral speech (grammatical skills), selecting, combining and implementing a lexical unit in oral speech (lexical skills), articulation and intonation (pronunciation skills). Receptive listening skills are based on the ability to recognize grammatical units and predict syntactic constructions (grammatical skills), to recognize the sound image of lexical units and understand them (lexical skills), to perceive and distinguish sounds, sound associations and intonations (auditory skills). The gradual formation of the outlined skills is undeniable, it seems productive to distinguish three consecutive periods: indicative-preparatory, stereotypical-situational and variational-situational. The mentioned stages of the formation of speech skills are correlated with the study of Ukrainian as a foreign language at the appropriate levels.

At the initial and basic levels of mastering Ukrainian by native speakers of other languages, listening skills are traditionally formed through tasks on auditory perception (phonemic and intonation hearing), exercises on lexical and grammatical skills, while the ability to speak is developed through exercises on consolidating pronunciation (articulation and intonation), lexical and grammatical skills. The expected and actual effectiveness of the chosen pedagogical strategy for the formation of communicative competence at the initial stage of learning Ukrainian as a foreign language may or may not coincide, which is determined by various factors, in particular the ethnopsychological characteristics of the applicants, because the ability to participate in a communicative act is directly related to the cognitive, emotional and psychomotor aspects of the personality.

To determine the features of pedagogical interaction between the teacher and the student, it seems appropriate to outline the features of the national character of the Chinese, in particular: restraint, discipline, purposefulness, closedness, respect for those older in age or position, collectivism, a clear distribution of roles in the group, diligence, patience, endurance, perseverance, adaptability, and others [2]. In different educational situations and stages of language learning, most of these features can be considered either as an advantage or as an obstacle to achieving the communicative goal.

In particular, such features as a tendency to collectivism, close interaction with students in the group, the predominance of introverted orientations over extroverted ones, adaptability during group work, and the performance of paired tasks can contribute to the achievement of the educational goal. The closedness and self-demandingness of Chinese students should be taken into account when checking and correcting completed tasks. Using his/her pedagogical authority correctly, the teacher should carefully lead students to self-correction or tactfully point out their linguistic mistakes, avoiding the principle of personalization, as if summing up the general achievements and shortcomings of the group until the pronunciation is correct. Shifting responsibility for the mistake to the entire team will allow you to avoid directness in relationships that is unacceptable to the Chinese and will help the foreign speaker who made a large number of mistakes during speaking not to "lose face". Therefore, the process of establishing contacts with speakers of the

analytical language should be formalized, similar to how Chinese words are connected to each other through the formal structure of the sentence and service words [3]. It is worth noting that collective activity is a familiar format of work for Chinese applicants and reduces the psychological burden on an individual communicator. At the same time, these features can directly or indirectly slow down the formation of speaking skills, which involves an active communicative position during a conversation or discussion. In such a situation, the task of the teacher as a coordinator of educational activities is to help low-initiative speakers from China expand the zone of comfortable interaction. According to the "elastic band theory", a gradual increase in the requirements for an introverted student, which is proportional to the increase in his/her capabilities (reduction in the number of students in the group, the advantage of pre-prepared speeches over improvised ones) will contribute to the development of communicative skills in a familiar and comfortable environment for foreign students during the study of the Ukrainian language.

One of the important reasons for the reluctance of Chinese to speak in Ukrainian classes is their previous experience of a rational-logical style of work when learning a foreign language [4]. This is due to the Chinese system of secondary education, in which the main task of the student is to memorize a large amount of material and reproduce it, but it does not provide for its analysis or expression of one's own attitude to it. A large number of students in the classroom, daily control tests, in which the student uses mostly logic, do not provide opportunities for the development of individual creative characteristics [2]. Therefore, agreeing with the opinion of N. Morgunova [5], we believe that to overcome the psychological barrier to communication at the initial stage, the teacher can use the method of memorizing language clichés, combining it with reliance on visual perception of the material. In this way, minimizing the stress from a new, unusual for Chinese educational activity, the teacher helps the students gradually build self-confidence, stimulating them to further communicative activity. It is no less important to take care of the possibility of restoring the energy, spent by students with low communicative ability, after exercises to develop oral skills. Here, tasks for practicing other types of speech activity will come in handy.

To develop oral skills, in particular mastering the phonetic features of the Ukrainian language, it is traditionally important to take into account at the initial level that Ukrainian and Chinese are typologically different [5]. The phonetic system of Putonghua (Chinese literary language) is specific, where four variations of syllable intonation are distinguished, which are called tones (high even, rising, falling-rising and sharply falling). They are almost not subject to sound modifications and coincide with morphemes, which is not typical for Slavic languages [5]. Being similar to words, they have stress and specific graphic images and, depending on the tone, can change their meaning. So, in normative Putonghua, there are about 300 syllables, while in Ukrainian, there is an unlimited number of variations of sound combinations. Due to the absence of the sounds [b], [v], [g], [d] in the Chinese language, there is no distinction between consonants in terms of voicelessness/voicedness, so the Chinese do not hear the difference between the sounds [b] – [p], [g] – [k], [d] – [t]. Also, consonant phonemes are not differentiated by hardness/softness, which leads to the fact that the Chinese make mistakes when pronouncing hard and soft consonants. There are no trembling [r] – [r'] in Putonghua. The outlined differences require systematic work on receptive auditory and reproductive pronunciation skills, an example of which is the gradual practice of the articulation of the sound [r]. The primary task of a language teacher in the Chinese circle of applicants is to prevent

language interference. First of all, it is important to choose the most effective way to develop the ability of listeners to distinguish Ukrainian phonemes, because auditory perception is an important prerequisite for the formation of correct sound pronunciation. The next stage should be the improvement of breathing skills and articulatory motor skills (fricative [p] with a wide raised tongue with subsequent vibration), necessary for the correct reproduction of the final trembling [p] in isolation and in coherent speech. The use of an analytical-imitative approach, which involves combining imitation (implicit learning) with analysis (explicit learning), description of articulation and explanation of pronunciation features, appears to be productive both at the initial level of mastering Ukrainian as a foreign language, and at the subsequent – basic and boundary – to eliminate errors [1].

Orthoepic work with Chinese students who are pursuing higher education in vocal specialization is important not only for developing oral Ukrainian-language communication skills and forming speech competence, but also a necessary condition for professional training. The inclusion of Ukrainian folk songs and works by Ukrainian composers in the repertoire of an opera or pop singer is provided for by the concept of artistic musical education and arouses keen interest among foreign applicants. The performance of Ukrainian-language compositions involves taking into account the peculiarities of singing orthoepic, which is interpreted as a set of pronunciation rules during vocal performance. A vocal work, written in the phonetic system of a particular language, naturally includes the following elements: phonemic composition, intonation design and general principles of its functioning. That is why the formation of phonetic skills occurs in parallel with the development of phonetic hearing (as the ability to correctly perceive sounds and their non-distinctive qualities), phonemic hearing (as the ability to correctly perceive the distinctive qualities of phonemes, i.e. to automatically and subconsciously identify and differentiate phonemes in speech on the basis of auditory-pronunciation patterns-invariants in long-term memory), intonational hearing (as the ability to distinguish communicative types of utterances on the basis of distinguishing intonation patterns) and intonation (as the ability to correctly perceive the intonational structure of a phrase, identify and differentiate the melodic, rhythmic, accentual and temporal contours of a phrase by correlating them with auditory-pronunciation patterns-invariants) [1]. Improving phonetic skills involves close interaction between teachers of the Ukrainian language and vocal disciplines. During their mastery, applicants perform tasks on the content and phonation analysis of the text of the singing repertoire, multiple listening to sample audio recordings with subsequent mental reproduction, the use of special speech and phonation training, singing and vocalizations to master the skills of vocal intonation of the studied vowels and syllables [6].

The diligence, purposefulness, hard work and patience of the Chinese in achieving the educational goal and their awareness of the high level of professional competition in China should be taken into account when choosing a pedagogical strategy when teaching a language at the boundary level. In addition, according to the "theory of free qualities", we receive some personality traits either at birth or during cultural development, but at the same time, if necessary, we can act contrary to the true "Me" for the sake of "leading personal projects" [3]. Therefore, in a situation where the end justifies the means and efforts, introverts are able to act like extroverts, so an important task of the teacher when working with Chinese students is to properly motivate them and maintain a high level of educational competition during the lesson, in particular by involving students with a higher level of Ukrainian language proficiency, representatives of other nations, etc.

Role-playing will also help to increase motivation for developing oral communication skills, as it allows all group members to be involved in the interaction, fills the lesson with creative and emotional content, and also contributes to the development of professional, intellectual and behavioral skills in a short period of time [3]. Students can acquire so-called new, foreign identities (name, place of residence in the country whose language is being studied, a new profession, etc.) and work on solving the assigned task. Focusing on performing a certain role will contribute to the spontaneity of communication. The fact that during the correction work the teacher will push away from the assigned roles can mitigate the negative reaction of the applicant, who will perceive criticism more calmly, and therefore will not lose motivation for further foreign language communication.

To improve speaking skills at the boundary level, in particular, the development of dialogic and monologue speech skills, it seems productive to select exercises for mastering replication, dialogic unity, different types of dialogues and monologues, and combining sentences into a supraphrasal unity. Since at the specified level of language mastery, the applicant must independently produce coherent statements on the proposed topic in accordance with the communicative situation (initiate and conduct a dialogue, express his/her own attitude to facts or events, build monologue statements of a reproductive type based on a listened or read text of different communicative orientation), the systematic nature of practical work during classes should be more closely linked to the extracurricular Ukrainian-language work of foreign applicants. For example, they should be more actively involved in discussing educational and professionally-oriented issues, encouraged to participate in meetings of the conversation club and round tables.

During distance learning of foreign students, which is due to security issues of staying in Ukraine, the intensity of communication of foreign speakers in Ukrainian outside the educational process decreases, which significantly slows down the learning of the language [7]. Regular meetings of the conversation club, on the one hand, can partially compensate for the lack of extracurricular communication in Ukrainian, and on the other hand, provide students with the opportunity to communicate in optimal conditions for them. However, the comfort of such participation is not always obvious to an applicant who does not have such experience, therefore information about the time and duration of the meeting, the conditions of interaction, the topic of the events should be available in advance and such information should be provided on an ongoing basis. It is important that the student is informed that participation in the conversation club is voluntary and does not involve assessment. At the same time, the possibility of receiving additional points in the Ukrainian language, if this does not contradict the assessment system of the educational institution, can become an additional incentive for student activity. It should also be noted that you can join the meetings on any topic, and participation can be both permanent and periodic. It is important that applicants have a choice of roles: listener, discussion participant, speaker, and even moderator of the event. For Chinese foreign speakers who do not often show communicative initiative, the option of discussing the topic with the participation of a teacher-observer and moderating the meeting by a foreign student is more comfortable. The topics of the meetings are quite diverse. At the basic level of mastering the Ukrainian language, the object of discussion can be a season, a traditional holiday, a healthy lifestyle, the role of sports, the history of one photo. The topic can relate to the culture and traditions of China, which will potentially arouse lively interest and motivate the Chinese to join the club. At the boundary level, communication should be linked to

Ukrainian musical culture (famous musicians, contemporary artists, musical projects, styles in music, etc.). It is equally important that within the proposed (or chosen by the applicants themselves) topic, there is an opportunity to present one's own view of the object, using a self-selected form of information presentation. The format of a conversation club provides an opportunity to demonstrate and develop both monological skills (to express oneself coherently based on a combination of sources used or the application of previous experience, to communicate one's own opinion and attitude to the subject of speech), and dialogical skills (to start a conversation, react to the interlocutor's remarks, maintain a conversation, formulate one's own point of view, argue for it, predict the probability of events and consequences, conduct a discussion, etc.). Such meetings are attended by students of different educational levels, with different levels of language proficiency (future PhDs often have experience in teaching in their specialty and do not object to the role of moderator), this helps in the implementation of the educational goal, which provides, on the one hand, the opportunity to learn from a more experienced and confident speaker, and on the other hand, to test one's level of language proficiency, to overcome doubts about Ukrainian-language communication. The informal nature of such communication contributes to its expressiveness, that is, emotional coloring, taking into account the natural restraint and reclusiveness of the Chinese, such an opportunity to express emotional reactions is desirable and communicatively natural. Participation in a conversation club meeting, even as a listener, helps to increase the level of motivation for further mastering the Ukrainian language.

Discipline, diligence, hard work and systematic thinking of Chinese students contribute to the independent improvement of oral communication skills in Ukrainian. During independent work, it will be advisable to perform training exercises to imitate a native speaker, to model dialogical speech with an imaginary interlocutor, to carefully practice the pronunciation of sounds using audio recordings, etc. Modern educational resources available through information technologies also serve to maintain interest in independent work on studying the Ukrainian language. They provide an opportunity for a foreign speaker (independently and/or taking into account the teacher's recommendations) to determine a convenient format for learning the material, adjust the intensity of mastering a certain topic/development of a language skill, check existing knowledge, choose tasks in accordance with the acquired level of language proficiency and taking into account their own preferences, goals and approach to obtaining education. Such resources include: educational platforms ("E-Mova", Duolingo, Speak Ukrainian), educational projects ("Language – DNA of Nation", "United", "Step to Ukraine", "Teach in Ukrainian"), online courses with educational materials, practical tasks, tests, discussions ("MovyTy", "Ukrainian in 27 lessons", "Ukrainian language" (educational project Education Era), video lessons "Life hack in Ukrainian" (project of the TV channel "Suspilne. News"), video lessons Studia Tutoria, "Olexandr Avramenko's Express Lessons" (project of the TV channel "1+1"), mobile applications ("Let's Learn and Play", "Just Learn Ukrainian", "Learn Ukrainian Language"), AI technologies (one of the newest features of ChatGPT is the ability to make voice requests and answers in Ukrainian).

Creating a virtual language learning environment is one of the most relevant and promising pedagogical strategies in the methodology of teaching foreign languages, in particular Ukrainian. It allows you to effectively combine traditional approaches with innovative technologies, which significantly increases the effectiveness of language acquisition and creates conditions for constant speech practice. Among the main advantages are: interactivity, accessibility, individualization, motivation, communication, multimedia

and cross-cultural interaction. Individualization consists of a wide adaptive and variable component. Accessibility is about the absence of borders and conditions for obtaining access, which is achieved thanks to information technologies. The organization of a powerful support service in the form of chat bots or online assistants will provide students with real-time assistance, and personalized messages, motivational quotes, recommendations and consultations will help maintain interest throughout the entire period of study. Cross-cultural communication is a broad interpersonal interaction in a special cultural and social context, when one participant reveals the difference of another, which enables a deeper understanding of another language and its adequate use, in accordance with situational tasks. And, of course, the direct function of the language environment as a communicative platform for the practical use of language in real-time conditions. We are convinced that technologies and adaptive methods, such as a virtual language learning environment, will be able to make the educational process not only effective, but also exciting.

Thus, improving the oral skills of foreign applicants for vocal specializations has its own specifics and involves taking into account their ethnopsychological characteristics. Given the traditionalism, formalism, and rational-logical perception of the linguistic picture of the world by the Chinese, as well as their diligence, discipline, and ability to process large amounts of information, we believe that the main features of the process of forming Ukrainian-language competence in foreign students are a communicative approach based on productive and reproductive types of speech activity, successfully combined within the lesson; a change in the teacher's function; justified motivation; the "elastic band" strategy; involvement in situational communication during classes and outside the classroom; a variety of types of educational activities (group and pair work, role-playing games, project and problem tasks with the possibility of prepared statements).

11.2 FEATURES OF THE FORMATION OF SPEECH COMPETENCE IN THE ITALIAN LANGUAGE OF APPLICANTS FOR THE "ACADEMIC SINGING" SPECIALIZATION

The formation of speech competence of applicants for vocal specializations is an important component of their professional training. A special role in this process is played by the mastery of the Italian language, which is basic for academic singing, because Italy is considered the cradle of musical opera and most of the masterpieces of the world repertoire, performed by singers, are written in Italian. Considering the study of the Italian language by students of such specialties, it is worth noting that it involves focusing on other speech competences than in the process of mastering this language by students of other specialties. The leading goal is not so much the mastery of general language knowledge as the formation of microlinguistic competence, which encompasses specific speech and language skills necessary for the professional performance of vocal works. For singers, Italian is not only a means of communication, it is an important tool for achieving professional mastery. Knowledge of the language allows for a deeper understanding of the content of the texts, contributes to the expansion of understanding of historical and musical contexts, immerses in the style of performance characteristic of the Italian vocal tradition, and, therefore, transmits to the listeners the idea of a musical work, conveys the composer's intention, preserves the authenticity of the artistic interpretation of the text, emotions and feelings of the interpreted character.

The Italian language in the context of opera has unique phonetic, semantic and syntactic features. It differs significantly from modern literary Italian, as it is characterized by a significant influence of poetic language and is part of the concept of a hypercode or hyperlanguage, full of formulas and stylistic techniques. The libretto of Italian opera acquires certain characteristic linguistic features, such as archaism, solemnity and anti-realism [8]. Libretto texts are distinguished by a significant presence of specific words, including archaisms, dialectisms, abbreviations, are characterized by a significant number of inversions and various grammatical forms inherent in the language of the 17th-19th centuries, and are therefore practically absent in modern speech, which significantly complicates the understanding of the text of operas and provides for specific training for applicants for such specialties. It is advisable to emphasize the crucial importance of phonetics in opera art, because it is phonetic abilities that determine the quality and accuracy of reproducing the ideological and figurative content of a musical work. In addition, an important component is also an understanding of stylistics and the cultural component, historical context, because libretto texts often use mythological, historical or religious images, which requires the performer to acquire cultural competence to understand them. It is these features that form the uniqueness of studying the Italian language by future vocalists in comparison with other specialties and determine the approaches to mastering and forming the speech competence of applicants for vocal specializations.

Taking into account the above, it can be noted that the main areas of work in the outlined audience should be the formation of phonetic, grammatical, lexical and microlinguistic competences. Phonetic competence here should be considered as one of the leading components of speech training, since these skills and abilities have a direct impact on the performance of a vocal work and its perception by listeners. At first glance, Italian pronunciation may seem simple due to the clear articulation of sounds and similarity in pronunciation with the Ukrainian language. However, this apparent ease may lead to insufficient awareness of the importance of working on the phonetic component. Such an approach may lead to negative consequences and deterioration of professional abilities, especially for future opera singers, for whom mastering phonetics is a key aspect.

A key role in the formation of phonetic competence is played by reproductive skills – the ability to accurately reproduce sounds, intonation and rhythm of speech. The acquisition of such skills and abilities involves direct work with the speech organs. This is one of the most difficult stages, since with age the articulatory apparatus gets used to the pronunciation of sounds characteristic of the native language, and the process of adapting the speech organs to the articulation of new sounds that are absent in the native language causes significant resistance, so the speech apparatus constantly tries to replace unusual, uncomfortable sounds with already formed ones. Therefore, in the process of learning, teachers and students often encounter such a concept as phonetic interference – the influence of the native language on the pronunciation of sounds of another language. In order to determine approaches to the formation of phonetic competence, it is necessary to identify common errors and potential difficulties. Contrastive analysis helps to see the similarities and differences between the Ukrainian and Italian languages, and, as a result, allows you to create conditions for preventing and minimizing difficulties in mastering a new sound system.

In Italian, one of the main difficulties is the interference of vowels. Unlike Ukrainian, in Italian some phonemes are contrasted in terms of closure and openness [ə – ε, o – o], incorrect reproduction of these sounds can lead not only to phonetic, but also to phonological errors, that is, to a change in the meaning

of the word, and sometimes to a distortion of the content of the speech message. From experience, it can be noted that it is precisely the work on the pronunciation of closed and open vowels that causes the greatest difficulties among students, since in addition to the need to master the correct articulation of sounds, it is also necessary to take into account the lexical meaning of the word. In order to achieve the best results, it is advisable to conduct phonetic gymnastics to prepare the articulatory apparatus for speech activity. This can be an exercise in singing vowels in a certain sequence – from the front to the back sound, which allows developing the flexibility of the articulatory apparatus. Among other common phonetic errors, it is worth noting the pronunciation of double consonants, digraphs, diphthongs, triphthongs, intonation of a phrase. When considering the issue of phonetic interference, it is necessary to emphasize the significant influence of the English language on the formation of phonetic skills when learning Italian. Due to the fact that applicants already have experience studying English, phonetic interference between Italian and English is also observed, which must also be taken into account when developing educational materials and exercises, aimed at preventing orthoepic errors.

One of the most successful and effective ways of forming phonetic skills and abilities is the cognitive approach. It is based on the conscious assimilation of phonetic phenomena through the involvement of such cognitive processes as analysis, comparison, generalization, structuring, application. The aforementioned approach, unlike the intuitive one, contributes to the formation of phonetic awareness, more effective assimilation of the material and allows for a deeper understanding of phonetic patterns, their structure and functions. Since the intuitive approach involves immersing students in the language environment through imitation and multiple repetition of speech samples, it is advisable to use it for the rapid formation of basic skills and the development of auditory perception, that is, at the initial stage, when getting acquainted with a new phonetic system with a subsequent transition to a more in-depth and conscious study of phonetic norms. Therefore, the optimal result is achieved under the condition of a harmonious combination of both approaches and by taking into account students' needs and preparation level.

At the stage of forming phonetic skills, it is important to adhere to a certain algorithm of actions: from theory to practice, from the simplest to the most complex, from reception to reproduction. Such a strategy contributes to the effective transition from theoretical understanding to practical application, allows you to form a conscious assimilation of phonetic phenomena and supports the motivation and involvement of students in the learning process, which is one of the key factors in successfully achieving the set goal.

Since phonetics is not the only aspect of language learning and does not function by itself, in the learning process it should be combined with the formation of other speech competences, such as grammar and vocabulary. High-quality performance of a vocal work cannot be imagined without a full understanding of its text. Therefore, considerable attention should be paid to grammatical and lexical competences. Unlike phonetic, where the leading goal is the development of reproductive skills, the approach to studying grammatical forms and lexical units should involve the development of receptive skills, since the main task is to ensure understanding of the text, and not to create your own statements. For the formation of grammatical competences, it is advisable to adhere to a differentiated approach. Taking into account the individual characteristics of the participants in the educational process, their level of training and professional needs allows you to create educational materials that best meet the needs of applicants.

At the beginning, we emphasized the importance of understanding the cultural context for the correct interpretation of opera works, therefore, during teaching it is important to adhere to the principle of inter-related learning of language and culture. When introducing lexical units and grammatical forms, all work should be accompanied by a comparison with cultural values, providing not only an interpretation from the dictionary, but also contexts of use that allow such a component to be isolated [1]. When introducing lexical units, it is worth noting the features of their use in the libretto, comparing the frequency of their functioning in literary and operatic Italian, emphasizing the variability of the forms of a particular lexical unit in the context of the opera. This approach will help not only deepen knowledge of the structure of the language, but also promote understanding of cultural codes, creating an integrated learning model.

When working with vocalists, it is advisable to use libretto texts as an integral part of the educational process, because they combine all key aspects of the formation of speech competences of applicants (phonetic, grammatical, lexical and socio-cultural) and stimulate the simultaneous development of such speech skills as listening, reading, translation. The involvement of authentic musical works makes it possible to reveal phonetic features, get acquainted with typical and atypical grammatical structures, deepen knowledge of the cultural and historical context, which contributes to a comprehensive vision of the preparation of future opera singers. Musical material can be used both at the initial stage and in work with a high level, selecting texts according to the level of knowledge of applicants, that is, adhering to a differentiated approach and taking into account the aspects that they plan to master. Such an integrated approach is effective, since students work with materials that are directly related to their professional activities, which significantly affects the level of interest, and also ensures the formation of all necessary language and speech competences.

During training, the teacher must not only transfer and form knowledge, but also create conditions for encouraging and involving students in the educational process. Now we live in the information age, so we cannot stay away, but must actively apply and integrate modern technologies into the educational process. Today, classes must meet the needs of students, their worldview. The multimodal approach is one of the most effective modern ways of forming speech competences in foreign language classes. Multimodality involves the use of various channels of perception: visual, auditory, tactile, combining oral and written speech, image, sound and gestures [9]. Its effectiveness is especially noticeable during the training of future opera singers, as it creates conditions for deeper assimilation of the material, allows taking into account the individual characteristics of applicants, promotes the development of professional competences, increases motivation thanks to interactive educational materials. Such a strategy involves the involvement of several components, such as text (listeners read, translate, analyze the libretto), audio (listen to arias and other vocal works, analyze the articulation of performers, imitate sounds, intonation), visual (watch videos with arias, observe articulation, non-verbal means of communication). A multimodal approach allows you to integrate theoretical knowledge into practical activities, ensures the comprehensive development of the speech competence of applicants.

Therefore, the formation of speech competence in the Italian language in students of vocal specializations requires a comprehensive approach and involves the use of conventional methods and innovative technologies. The combination of modern and traditional approaches contributes to increasing

the effectiveness of learning and professional development, ensures the formation of speech competences, and also maintains the systematic acquisition of theoretical knowledge and at the same time takes into account the needs of the modern generation of higher education students.

The modern process of professional training of students in higher education institutions is a holistic and complex pedagogical process of relationships in the “teacher – student” system, in which not only the professional abilities, knowledge, skills and competences of future specialists are laid and developed, but also their basic social, personal, creative qualities are formed. A distinctive feature of higher education today is the establishment of a priority for the development of the student’s personality. It is the student who becomes the creator of his/her future, and the teacher has the honor of helping him/her. Both business and interpersonal relationships are established between the main subjects of the educational process. Their cooperation in real conditions of professional interaction is the social environment, in which both the formation of the future specialist and the further pedagogical improvement of the teacher take place, because each of them finds conditions for their own personal growth.

In direct communication in the system of relations “teacher – student” the most important thing in pedagogical activity is carried out – the influence of the individual on the individual. The nature of the socio-pedagogical interaction between the teacher and the student largely determines the success and quality of education in higher education institutions. The effectiveness of education directly depends on how friendly, mutually involved this system of interpersonal interactions between the subjects of the educational environment is.

The socio-pedagogical interaction of subjects of the educational process, the psychological and pedagogical foundations of cooperation between the teacher and students, the need and ways to provide pedagogical support to a student in the process of his/her professional development were considered in the works of domestic and foreign scientists at the level of theoretical generalizations or were the subject of specific experimental studies by such teachers and psychologists as I. Bekh, B. Bratus, I. Bulakh, O. Volkova, L. Dolynska, I. Ziaziun, O. Kasianova, V. Kessel, G. Kostiuk, H. Liimets, S. Maksymenko, G. Khibsh, M. Shymin, V. Yurchenko, and others. The focus of our study is the process of foreign language training of a future specialist-manager in higher education institutions by ensuring socio-pedagogical interaction between the teacher and students.

The term “socio-pedagogical interaction”, “pedagogical interaction” in the scientific literature is interpreted ambiguously. In philosophy, interaction is considered as a category that reflects the processes of influence of different objects on each other, their interdependence, mutual transition, changes in state. As a psychological category, interaction is a set of active actions of subjects, united by a common goal of activity, the nature of which affects the mental processes and qualities of its participants. The content of interaction is associated by modern teachers with communication in different spheres of life, the result of joint activity, the development of dialogue between the parties to the interaction, cooperation with other people taking into account their mental and cultural characteristics, the ability to evaluate actions and deeds of other people, reflection and self-criticism of activity in the professional sphere. The part “social-” emphasizes that the process of interaction takes place in a certain social space, the main function of which is the inclusion of subjects in the system of social relations and the expansion of the sphere of social ties.

Its main features are the presence of a common social interest, the emergence of a motivational field, the implementation of the goal of joint activity.

Psychological and pedagogical research has noted the influence of various factors on the interaction process: objective (macroenvironment and mesoenvironment, their sociocultural characteristics, age and physiological characteristics of interaction participants, etc.) and subjective (mental characteristics and accumulated experience of interaction participants, their relationships, socio-psychological climate of the group, etc.). For socio-pedagogical interaction, not only the result of people's influence on each other is important, but also the process of interaction itself, which should be considered as a dialogue that requires tolerance for ideas, for the partner's shortcomings, the ability to listen and restrain the unbearable desire to speak out, to interrupt the interlocutor.

Socio-pedagogical interaction in the "teacher – student" system can be defined as a mechanism of mutual influence of subjects, involved in joint activities based on common goals in the process of professional education, which is characterized by mutual knowledge, mutual understanding, relationships, mutual actions and mutual influence.

Such interaction combines both pedagogical influence and the student's own activity, therefore it is a necessary condition for the effectiveness of the pedagogical process. Interaction in the educational process is manifested "in cooperation as a form of joint activity and communication, aimed at achieving a common result". Interaction between the teacher and the student, occurs not only at the level of "said – heard", "heard – perceived", but also at many other levels, in particular at the non-verbal, emotional levels of understanding. Mutual interest activates the self-knowledge of participants, stimulates the processes of self-expression, enriches with new ways of self-development.

We consider the main principles of socio-pedagogical interaction to be the principles of systematicity, partnership, coordination of efforts, predictability, and the principle of an individual approach to each participant in this process.

For socio-pedagogical interaction, the most important thing is the unity of the process of managing educational and cognitive activities on the part of the teacher and independence in activity on the part of students. Positive interaction, based on the emotional potential of the subjects of the learning process, should increase the level of motivation and effectiveness of the learning process in general. Effective pedagogical communication in the educational process should combine openness, adherence to pedagogical tact, establishing personal contact, so that each student feels addressed to him/her; creating situations of success through the approval of the potential capabilities of students.

Socio-pedagogical interaction can be effective only under the conditions of the readiness of the teacher and the student to communicate and the communicative guidelines of the individual, which are a reflection of his/her communicative qualities, ensuring the readiness to build relationships in a certain style. If the guidelines are positive, humanistic, then the process of social perception of another person is successful. Otherwise, barriers arise that can only be overcome by gradually changing one's communicative attitudes.

The relationship between teachers and students is characterized by a complex internal structure, which is determined by four components. Cognitive component – perception and assessment of the other,

reflection on relationships, ideas about optimal relationships; motivational component – interest in the partner and the need for relationships with him/her; emotional component – satisfaction with the relationship, mutual attitudes of partners, feelings of security, comfort or tension; behavioral component – type of relationship and style of pedagogical communication, manner of behavior in conflict situations, means of mutual influence.

The goals of pedagogical interaction between the teacher and students are informational (mutual exchange of scientific and educational information), value-orientation (transmission of socially significant and professionally important norms and values), regulatory (persuasion, suggestion and other means of influence for the regulation of joint activities), social (coordination of joint actions, obtaining feedback on the nature of relations between the subjects of pedagogical interaction), motivational (motivation of student activity, his/her psychological support).

The common goal of socio-pedagogical interaction for a teacher and a student is the mastery of knowledge, acquisition of practical skills and abilities, successful development, formation of personal qualities. An important moment of such interaction is the implementation and self-realization of both subjects of the educational process. Given the complexity of the implementation process, it is necessary to take into account their specific properties, in particular, temperament, abilities, interests, etc.

In the process of socio-pedagogical interaction between teachers and students, conflict situations may arise, which can be explained by various reasons. This may include an inadequate assessment of students' knowledge by the teacher, the teacher's inability to establish contact with the audience during classes, misunderstanding of the internal psychological characteristics of students, etc. The necessary pedagogical techniques that can prevent conflicts are the ability to predict potential conflict situations, the ability to treat the student as a person with developed self-awareness, adequately respond to emerging problem situations, have a sense of humor, possess non-verbal communication methods, be able to listen and heed the opinions of students, and readiness for interpersonal feedback.

The process of socio-pedagogical interaction requires activity from both subjects. The teacher needs to understand the psychology of students, taking into account their needs, motivation, levels of development and personal characteristics; create a favorable atmosphere, in which they will have the opportunity to develop their skills; provide support to students in personal and educational development; encourage students to creative projects that will develop their abilities. In turn, students should strive to express their opinion, provide suggestions for creating conditions for the educational process; cooperate with the teacher, communicate more in order to obtain additional knowledge; develop motivation to achieve success; respect the teacher and support ideas for creating and adjusting the educational process.

The most important feature of professional socio-pedagogical communication is the recognition and acceptance of the student as an individual by the teacher and the construction of interaction on this basis in the conditions of the educational process of higher education. The teacher's readiness for such interaction in the process of studying a foreign language implies the unity of information exchange skills, the establishment of dialogical and partner relationships, objective perception and understanding of modern students. When studying a language, the need for interlocutors means that learning has a deeply social nature, to a much greater extent than when studying other academic subjects.

The learning process at any stage involves direct interaction between the teacher and the student. Stable psychological and emotional contact of the teacher with the student audience is a determining condition for the success of a classroom lesson. Each student should feel that he/she is not left "overboard" in the discussion of the educational issue, is not disconnected from what is happening in the lesson, but has the opportunity to express his/her opinion on an equal footing with others, to be heard and objectively evaluated. Effective socio-pedagogical interaction between the teacher and students in the process of learning a foreign language guarantees successful mastery of the educational material, the formation of foreign language communicative competence.

The basis of socio-pedagogical interaction between the teacher and students in the process of learning a foreign language is built on the teacher's desire and ability to teach, and the student's ability to perceive knowledge. The teacher's role is not reduced to forcibly "cramming" this knowledge into a careless student. The teacher is socially in such conditions that he/she has something to say, something to inform the student, and it is good when the young person perceives this. On the other hand, students sometimes ask difficult questions, which force the teachers themselves to constantly be in a state of continuous learning. When planning socio-pedagogical interaction with students in classes, the teacher must analyze and take into account the strengths and weaknesses of general forms of educational work, select their optimal combination, which will ensure higher efficiency of the results of learning a foreign language.

Research by scientists allows us to assert that a significant part of the difficulties in the process of teaching a foreign language is due not so much to the shortcomings of the scientific and methodological training of teachers as to the deformation of the sphere of professional and pedagogical communication and the choice of a particular leadership style by the teacher. The main styles of teacher leadership are:

- autocratic (absolute leadership style), when the teacher exercises sole control over the student body, not allowing them to express their views and critical remarks; the teacher consistently makes demands on students and exercises strict control over their implementation;
- authoritarian (power) leadership style allows students to participate in the discussion of educational issues, but the final decision is made by the teacher him/herself;
- democratic style involves the teacher's attention and consideration of the opinions of students, he/she seeks to understand them, convince them, and not order, conducts a dialogue;
- ignoring style is characterized by the fact that the teacher practically removes him/herself from leading students, limiting him/herself to the formal fulfillment of the duties of transmitting educational and administrative information;
- conforming style manifests itself in the case when the teacher removes him/herself from leading the group of students or follows their wishes;
- inconsistent style – the teacher, depending on external circumstances and his/her own emotional state, implements any of the above leadership styles, which leads to disorganization and situationalism of the system of relations between the teacher and students, to the emergence of conflict situations.

Taking into account the strengths and weaknesses of the main styles of interaction between the teacher and students helps to build constructive communication, avoiding those teaching styles that do not contribute to establishing a dialogue.

In the pedagogical practice of teaching a foreign language, one or another combination of the above styles is usually found in one or another proportion, with the dominance of one of them. The most effective way to solve pedagogical tasks is a democratic style, in which the teacher takes into account the individual characteristics of students, their personal experience, the specifics of their needs and capabilities. A teacher who has such a style consciously sets tasks for students, does not show negative attitudes, is objective in assessments, versatile and proactive in contacts. In essence, this style of communication can be characterized as personally-oriented. Only a person who has a high level of professional self-awareness, is capable of constant introspection of his/her behavior and adequate self-esteem can develop it.

Socio-pedagogical interaction can be considered optimal and constructive under conditions when communication between interacting subjects occurs on equal terms, which involves the exchange of information, and not only its transmission, joint activity is carried out taking into account the individual abilities of the subjects, and mutual understanding is achieved with mutual emotional perception. If students are not involved in the educational process and are simply formal objects of the transfer of educational material, then even the presentation of emotionally and logically structured material will not bring the desired effect. When students actively search for information to complete the task and are involved in independent work with the material, they better assimilate and process the studied topic.

The most common reason for the lack of interaction, misunderstandings or even conflicts between students and teachers in classes on the subject of "Foreign language" is the inadequacy of assessing students' knowledge. In such situations, the subjective side may be the student's biased claims for a higher assessment or the subjectivity of the teacher, who underestimates the students' grades. There are teachers who almost never give an "excellent" grade; they are convinced that only they themselves have a perfect command of a foreign language. The assessment may be influenced by the student's personal qualities and his/her behavior in class (replies and disputes). If conflict situations in "student – student" interaction are resolved by the students themselves, then interpersonal conflict at the "teacher – student" level takes on more complex forms. The main role in their prevention and resolution is played by the teacher, who can use certain techniques for this. For example, during an educational dialogue with a student, it is necessary to psychologically tune him/her to the most fruitful possible response, to exclude the occurrence of a stressful situation, and in the event of an unsatisfactory response from the student, to make him/her understand, without allowing him/her to be offended, that this response does not dissatisfy the teacher, but does not meet the requirements.

There are two theories that help teachers better understand what students need from their relationships with teachers: self-determination theory and attachment theory. The concept of self-determination theory, proposed by E. Deci and R. Ryan, assumes the influence on a person's state of whether he/she feels that three basic needs are being satisfied: the need for belonging, competence, and autonomy. According to R. Baumeister and M. Leary, all people need a certain minimum number of regular social interactions that bring satisfaction. Based on the "need to belong", people are forced to seek supportive, strong interpersonal relationships. In higher education, positive group dynamics and peer relationships are important in determining a sense of belonging, but it is important to emphasize that students' relationships with their teachers are a key factor in fostering this sense of belonging. Teachers can foster a sense of belonging by creating a safe and

healthy environment, providing academic and social support, treating students fairly, encouraging academic success, providing autonomy during classes, and setting clear expectations for them. It is important for students to feel active control over aspects of their academic lives, when they do not simply acquire knowledge from a teacher, but independently extract it during creative search, evaluate the results of their work, build their own model of cognition, and the teacher's contribution is to organize learning in such a way that he/she acts mainly as an advisor, mentor, and helps students make choices in using effective cognitive strategies.

According to attachment theory, if a teacher responds to a student in a predictable, empathetic, and caring manner, their relationship is characterized by a sense of stability and security. In turn, this allows the student to explore, take risks, be creative, and develop a sense of self-worth. Students need to feel trust in the teacher, to know that they can rely on his or her support when needed; on the other hand, they also need confidence to become independent in their actions.

Unlike all other academic disciplines, studied by students in the process of professional training in higher education institutions, the study of the discipline "Foreign language" involves allocating a significant amount of study time for classroom activities, which are organized in an interactive form and have a personality-oriented focus. During such classes, there is an active production of foreign language communication, in which the teacher and the student alternately act as author and interpreter. That is, when studying foreign language educational material, the communicative potential of the academic discipline "Foreign language" is realized, and foreign language communication becomes an effective means of forming the foreign language communicative competence of subjects of the educational process. Therefore, the process of learning a foreign language should be built taking into account the psychological mechanisms that underlie the formation, development and consolidation of complex communicative abilities and skills and the psychological and pedagogical regularities of organizing relations between the teacher and the student.

The professionalism of a specialist in the field of management implies language competence. For managers, the process of working with clients begins with linguistic interaction. Competent and correct speech of a manager guarantees understanding and the expected reaction of the client.

Currently, the professional activity of a manager in the conditions of the integration of our state into a single European educational, economic and socio-cultural space requires him/her to practically master a foreign language to implement such an aspect of professional activity as establishing and maintaining contacts with foreign firms and enterprises. In the field of management, it is impossible to build a business without communicating with people. Therefore, when studying a foreign language, it is necessary for management students to develop stable language skills in various situations, such as communicating with a future client or partner, preparing and conducting a product presentation at the international level, processing orders for foreign clients, telephone conversations and business correspondence with foreigners, working with English-language sources of knowledge that help in promoting business. We should also add that the oversaturation of the labor market with specialists in this specialty increases the requirements for the selection of candidates by employers, who, along with practical training, pay special attention to managers' proficiency in a spoken foreign language.

The specifics of a manager's professional activity make it necessary for him/her to continuously participate actively in concluding contracts, organizing round tables, conducting seminars and meetings, in

the implementation of joint investment projects, negotiations, etc. Accordingly, there is an urgent need for future specialists in the field of management to master the competences of foreign language professionally oriented communication in order to implement successful and adequate professional communication in various problem situations without the participation of a third party – a translator (for example, in order to avoid information leakage). A sufficient level of proficiency in a foreign (English) language will be useful not only to those who get a job in a foreign company or a joint venture. A competent manager, wherever he/she works, must familiarize him/herself with special literature, and it mainly appears in English. And the terminology of economic science itself is largely based on English.

The main role in the formation of foreign language communicative competence as an important part of a specialist's general professional competence is assigned to higher education institutions, which provide professional training for future managers and develop effective methodological approaches, didactic principles, and pedagogical technologies.

Today, foreign language proficiency is an essential component of the professional competence of a future manager, which significantly increases the importance of the discipline "Foreign language" for these specialists. The main tasks of studying the academic discipline "Foreign language" by students of the specialty "Management" are to form of applicants' skills and abilities in foreign language proficiency in the field related to their social, everyday, educational and future professional activities. The educational programs of this specialty indicate as the main goal the formation of program competences: general (the ability to communicate in a foreign language, skills in using information and communication technologies, the ability to learn and master modern knowledge, the ability to adapt and act in a new situation, the ability to generate new ideas (creativity), appreciation and respect for diversity and multiculturalism, the ability to work in an international context, etc.) and special (professional) (the ability to determine the prospects for the development of the organization, the ability to determine the functional areas of the organization and the connections between them, the ability to manage the organization and its divisions through the implementation of management functions, the ability to work in a team and establish interpersonal interaction when solving professional tasks, the ability to evaluate the work performed, ensure its quality and motivate the organization's personnel, the ability to create and organize effective communications in the management process, the ability to analyze and structure the organization's problems, form well-founded solutions, etc.).

To form the readiness of students of the specialty "Management" to communicate on professional topics in a foreign language, it is necessary to take into account the functions that the future manager will have to perform in professional activities. These are primarily managerial, organizational, gnostic, informational, communicative and receptive functions. From the point of view of the formation of foreign language communicative competence, the most relevant are organizational and communicative functions, since they require the specialist to have direct contact with foreign partners and are carried out in the process of interaction and communication.

Based on the structure of communication, adopted in social psychology, which includes perceptual, communicative and interactive aspects, communicative competence can be considered as a component of communication and interaction. Then the communicative process is understood as an information process between people as active subjects, taking into account the relationships between partners.

The effectiveness of foreign language teaching for future managers is achieved through the use of various forms and methods of problem-based learning, the introduction of a systematic organization of individually differentiated learning. It is necessary to develop the skills and abilities of independent work aimed at searching for and processing professionally oriented educational texts, journal articles. The purpose of independent work is to teach students to learn and thus contribute to the development of their creative abilities and to the improvement of the quality of education.

The current tasks of forming foreign language communicative competence in the process of professional training of managers are the development of basic skills and abilities of foreign language communication and the acquisition of knowledge of phonetics (specifics of articulation of sounds, intonation, accentuation and rhythm of neutral speech in English; features of a certain style of speech, characteristic of the sphere of professional communication; reading transcription); lexicology (the concept of differentiation of vocabulary by areas of application (everyday, official, general scientific, terminological, etc.); the concept of syntactic (free) word combinations and stable (phraseological) word combinations, phraseological units, the concept of the main ways of word formation); grammar (grammatical skills that provide communication with clarity, logic, consistency and do not distort meaning during written and oral communication, the main grammatical phenomena characteristic of professional speech); country studies and intercultural communication.

During speaking, the student must demonstrate the skills of dialogical and monological speech using the most common lexical and grammatical means in communicative situations of informal and official communication. Another criterion for mastering a foreign language by future managers is listening, which involves acquiring the skills of understanding a foreign language in various situations of everyday and business communication. In reading authentic texts, future managers master skills of different types of reading (cognitive, familiarization, search) with different goals of country studies and general economic literature; the ability to record information, obtained during reading (drawing up plans, theses, annotations, abstracts). In turn, writing sets students the task of implementing such communicative intentions as requesting necessary data, informing, expressing a request, consent, refusal, apology, gratitude, etc.

Knowledge of a foreign language increases the competitiveness of managers in the labor market, promotes their international mobility. Mastering a foreign language at the proper level will enable the full inclusion of the future manager in constructive intercultural communication, taking into account various socially and professionally determined situations.

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As we have already noted, establishing a strong relationship between the teacher and the student consists of four aspects of interaction: social, affective, cognitive and behavioral. The way to achieve this is to adhere to certain principles. Firstly, this is the principle of accessibility, when students feel the openness of the teacher to interaction, constant feedback, which ensures the correction of students' activities by the teacher, which makes it possible to eliminate errors in a timely manner. This is facilitated by creating

conditions in educational institutions for students to come and discuss their problems or complex issues with teachers. This can also be done by using social networks and online platforms to communicate with students, which is an important practical step towards accessibility in the age of digital technologies. Although some teachers may not consider this area of communication with students important because it goes beyond the scope of the lesson, ignoring this form of communication can lead students to believe that the teacher is not interested in the effectiveness of learning, the student's success, which will lead to a decrease in their motivation and interest in the subject. There are also other ways, in which teachers can express their accessibility, and a particularly effective tool is self-disclosure. Foreign language teachers constantly ask their students to share many personal details about their likes, dislikes, hopes and plans, etc. This practice can be important in establishing understanding if teachers offer a certain degree of self-disclosure in return. But everything should be in moderation – excessive exchange of information is unprofessional or inappropriate. The degree of self-disclosure shows the desired openness towards others, honesty. This is also an important component of socio-pedagogical interaction.

The second principle that can help shape constructive interaction is the manifestation of sensitivity on the part of the teacher. Students need to feel understood and valued. Empathy is a key component in any relationship. Empathy does not mean agreement, but rather an attempt to understand others. It is the ability to put oneself in another person's shoes and see the world through their eyes.

In intensive group learning, a learning team emerges, which positively influences the development of each student's personality. Purely individual work according to the teacher-student scheme deprives the educational process of the most important link – interpersonal communication and interpersonal interaction through learning. In intensive group learning, communication becomes a necessary attribute of educational activity, and the subject of communication is its products: students directly in the process of acquiring knowledge exchange the results of cognitive activity, discuss and debate. Interpersonal communication increases motivation by including social incentives: personal responsibility appears, a sense of satisfaction from public success in learning. All this forms a qualitatively new attitude to the subject in students, a sense of personal involvement in a common cause, which becomes group mastery of knowledge.

Interactive educational activities in foreign language classes in the system of professional training of future managers involve the organization and development of dialogic communication, which promotes mutual understanding, interaction, joint solution of a common, but significant for each one, subject of training tasks. During interactive training, students learn to think critically, solve complex problems based on the analysis of circumstances and relevant information, weigh alternative opinions, make thoughtful decisions, participate in discussions, communicate with other people in a foreign language, which has a positive effect on the formation of professionally significant qualities in future managers.

The most important methods from this point of view include interactive methods of business games, educational games, creative cooperation, discussions, debates, dialogue, polylogue, project method, case method, coaching, etc.

Business game is a method that is a role-playing game with different, often opposing interests of its participants and the need to make any decision after its completion. Such a game is distinguished by its targeted focus on the implementation of the development of professional thinking and the presence of specific

roles, through which social and interpersonal relationships of students are implemented. Business game is a synthesis of the method of analyzing specific situations and role-playing games. It differs from other teaching methods in that the basis of a business game can be a model of a company or a country's economy, its individual elements. Decisions, made by the participants of the game on the basis of initial information, affect the object of management, changing its initial state. Business game is a form of reproducing the substantive and social content of professional activity, modeling relationships characteristic of a specific economic specialty. It allows you to model the most adequate, in comparison with traditional teaching methods, conditions for the formation of the personality of a future manager and his/her professionally significant qualities. The goals and objectives of a business game are implemented in the actions of its participants during the performance of their functional duties. When determining the specific goals of the game, educational tasks, features of the professional activities of managers, the role structure of their activities and communication, typical professional actions are taken into account. In addition, the rules of the game determine the norms of behavior of its participants. The basic element of the game procedure is a scenario, the subject content, described in verbal or graphic form, expressed in the nature and sequence of actions of the subjects of the pedagogical process (players and the presenter). In the simulation-role-playing game, future managers gain experience in organizing professional activities, because the business game becomes a kind of model, which positively affects the formation of professional competence.

Creative cooperation (interaction between the teacher and the student, student and student) is considered a necessary condition for learning, it has a pronounced emotional character and is manifested in joint actions (educational, cognitive, search). The main requirement for the teacher in this case is the desire to ensure the success of the student as the most important factor in motivating his/her activity, which is achieved by transforming the psychological position of the teacher from the "carrier" of information to the consultant and organizer of the learning process, and the position of the student – from "discipleship" to "partnership".

A vivid example of creative cooperation between the teacher and students is the implementation of project work. The project method is a search method, such an organization of learning, in which knowledge is acquired in the process of planning and implementing practical project tasks, which allows you to closely combine theory with practice. Project activity in foreign language classes is based on a new understanding of the relationship between the teacher and the student. The role of the teacher is changing radically, he/she becomes an assistant, partner, advisor, who uses his/her information skills to help find the optimal method and way to solve the problem. For example, students of the "Management" specialty can be offered to complete a project in the form of a presentation of an event in the field of management of global importance or a report on the topic "Development of managerial thought in the general theory of management". The practice of completing such a task has shown that students acquire the skills and abilities to independently find, analyze and apply the necessary information. In the case of group project work, they learn to work in a team, take responsibility for the implementation of their area of work, evaluate the results of their work and make a personal contribution to the common cause.

Dialogicity as one of the main characteristics of the educational process in teaching a foreign language is manifested in educational dialogues, which can be considered a specific type of cooperative learning. The specificity of creating situations in teaching dialogic speech is that all the socio-psychological char-

acteristics of natural communication are preserved, educational and developmental functions are implemented, which leads to the most productive mastery of foreign language communication. The ability to communicate in a foreign language using the cooperative learning method forms such qualities of future management specialists as the need for self-education, the development of intellectual and cognitive abilities, and the readiness to communicate in various types of collective interaction.

A dialogue lesson as a type of lesson-press conference is effective in ensuring communicative interaction of students among themselves and with the teacher, and in implementing the exchange of social and role functions. Such work not only develops students' communicative skills, but also, thanks to the action of the mechanism of social facilitation (strengthening dominant reactions in the presence of others), improves the performance of the task, which is to logically convince your opponent. This helps to increase self-esteem in students, instills self-confidence.

Case methodology refers to active learning methods and is based on group analysis of the proposed situation. The case method of teaching a professional foreign language includes all types of language activity: reading, speaking, writing and listening.

The basis of coaching as a pedagogical technology is a motivating interaction, created by the teacher, and contributes to the disclosure of the student's personal potential, enabling him/her to achieve a specific educational goal. We see the essence of the pedagogical technology of coaching in foreign language training of students in the systematic support of the student, aimed at effectively achieving important goals for him/her in mastering a foreign language within specific terms, developing flexibility in the student, and the ability to find an effective solution to the problem. The main tasks of coaching in foreign language training are motivating the student, helping to see the future result of learning, analyzing the existing level of knowledge in order to fix the final result and its achievement in the future. The main stages of the coach's work in this case are establishing partnership relations with the student, jointly defining tasks to achieve a specific goal; research of the current level of knowledge, identification of obstacles (internal and external) on the way to a positive result, analysis and definition of an effective way to overcome difficulties, drawing up an action plan and setting deadlines, organizing control and self-control of the learning process, objective assessment of the result and its reflection by the student.

Independent work is very important, as it forms students' self-education skills, the ability to plan and organize their work, develops self-control, contributes to the improvement of the skills to process and analyze information, make generalizations, and make necessary adjustments to the work.

To achieve high efficiency in the process of forming foreign language communicative competence, the teacher needs to develop a number of special skills that will allow to relieve tension and to create a situation of openness in the lesson. Such skills include the ability to manage the interaction process and phases of contact (demonstrating sincere goodwill, adhering to the principle of positive feedback to increase the self-esteem of interaction participants, actualizing their personal resources, openly demonstrating one's feelings, relationships, the ability to "present oneself", create one's positive image, leading the initiative during contact: listening with interest, agreeing with arguments, repeating an opinion, expressed by a student earlier, responding with facial expressions to some action of a student (for example, shaking one's head), ending the conversation, but so that students do not feel it, reducing the number of direct demands,

the ability not to lose sight of others when having a dialogue with one of them); the ability to be open and sociable in interaction; the ability to translate communication to a spiritual, personal level; the ability to identify "danger zones" for communication: in which cases the other party may become irritated, become more aggressive, the ability to put oneself in the other party's place and understand their reaction, the ability to show tolerance and respect in relationships; the ability to relieve nervous tension (the ability to relax); the ability to control one's mood and create a good mood and expressiveness of personality, to positively influence the relationships between the subjects of the educational process [6].

As practicing teachers, we believe that collective forms of work are effective for organizing socio-pedagogical interaction between the teacher and students, and between students. In particular, cooperation of students in pairs of variable composition: reading and subsequent joint discussion of a logically completed and small part of the text; developing skills in formulating a question, a point of the plan or a thesis, adequate to the content of the worked paragraph, etc. Teachers also call the following practice of mutual learning of students effective: answers to homework questions are supplemented in writing and checked by the students themselves; group solving of a problem situation; independent work with new educational material in pairs with its subsequent explanation to the whole group; multiple variable repetition using reference signals, etc. [15].

Effective factors that contribute to the formation of foreign language communicative competence and are implemented through socio-pedagogical interaction, in our opinion, are the change in the student's position from an object of education and training to a subject of self-government: ensuring subject-subject interaction of participants in the educational process; creating situations of success in classes; applying a differentiated approach based on the results of the primary diagnosis of development levels in the linguistic sphere, which takes into account the peculiarities of motivation, cognitive development, the formation of skills and abilities of communication in a foreign language, linguistic preparedness, etc.; creating personally developing situations in classes; the predominance of dialogue as a means of communication between foreign language the teacher and students; the "game" form of tasks; active use of methods of mutual learning, mutual control, mutual assessment; changing role positions, changing the rules of traditional language and speech exercises, etc.

11.3 THEORETICAL AND PRACTICAL PRINCIPLES OF DEVELOPING ADVANCED ENGLISH SPEAKING COMPETENCE: PROFESSIONAL ASPECT

The goal of educational and professional programs of vocal specializations is to prepare applicants for stage activities, the formation of singing skills and high performing culture. Language training in a higher education institution plays an extremely important role in professionalization. It is in the process of professionally oriented study of English that the main goal of professional training of future singers is achieved. Applicants of vocal specializations learn to speak a foreign language not only in order to implement general cultural communication, but also to master the means of communication within the chosen speciality. During the assimilation of professionally oriented content of training, future vocalists immerse

themselves in performing and creative activities, which creates conditions for additional motivation both for studying English and for mastering the chosen specialty. Therefore, the acquisition of foreign language speech competence in this case has both a communicative-oriented and professionally-oriented nature.

The professional orientation of English classes sets the teacher the task of helping students in their professional development and teaching them to “use a foreign language as a means of systematically replenishing their professional knowledge and as a way of forming professional skills and abilities” [10].

The effectiveness of the formation of vocal-performing and foreign language speech competences is determined by a number of didactic and psychological factors, which can be defined as purposefully created or used learning circumstances, thanks to which the goal is achieved more successfully and in a shorter time – students’ ability and readiness to implement foreign language oral and written communication in professional activities at the level of international standards [11]. “If favorable conditions are created, then the study of a foreign language by students is determined not by the need to know the language, but by the pleasure of the process of studying it” [12]. Therefore, in our opinion, it is worth paying close attention to the definition of the principles and leading factors of the formation of English-language speech competence of applicants for vocal specializations in English classes.

The analysis of the practice of working with student vocalists shows that it is impossible to form the appropriate level of readiness of applicants to use the language correctly and appropriately, depending on the specific communication situation, without:

- 1) taking into account personal and professional qualities that are formed under the influence of professional training of applicants for vocal and stage activities;
- 2) establishing interpersonal interaction between the teacher and future specialists;
- 3) introducing forms and methods of teaching that provide personalized learning;
- 4) introducing contextual learning technologies that form the necessary professional skills of the future vocalist and a model of his or her professional behavior;
- 5) using various types of extracurricular work that contribute to the disclosure of individual abilities that are not always manifested in classes;
- 6) constructing an educational space of research and cognitive activity that is multicultural and multilingual, saturated with specialized foreign language content.

Further in more detail about each of the six factors that ensure the formation of foreign language professional and speech competence of students:

1. In order to create optimal conditions for learning the material, the teacher needs to understand the changes that occur with the student during professional training for vocal and stage activities and affect his or her ability to learn knowledge. Taking into account the individual characteristics of vocalists, their style of perception of information, type of thinking, approach to studying the material, it is possible to develop and implement such individual learning strategies that will be the most effective. Students of vocal specializations participate in concert performances as soloists, members of choral groups, work as teachers of art schools, artists of orchestras, choirs, ensembles, and leaders of children’s groups. Direct involvement of applicants in vocal and stage activities, which takes place in the form of public performances, participation in various competitions and festivals, stimulates the intensive and high-quality development of emotional

and creative abilities, which plays an important role in the formation and maintenance of an effective educational process. The teacher provides favorable conditions for the assimilation of the material if he/she allows each vocalist to demonstrate musical, acting, artistic and creative abilities and priority qualities of future performers in practical English lessons, namely: musicality, artistry, emotionality, improvisation, and expressiveness.

2. A necessary condition for the development of foreign language speech competence is the establishment of such creative interaction with all participants in the educational process, during and as a result of which there is mutual intellectual and emotional enrichment and self-affirmation of the applicant in the new status and role position of the vocalist, his or her self-identification with the professional model of the future performer. The educational interaction between teacher and the students is based on a joint respect for musical art and a joint immersion in vocal art. This is what creates a certain internal reason, a motive, which acts as an engine of real live communication. Internal communicative motivation is possible only due to the fact that the subject of communication is significant for the student and causes him/her an emotional attitude. It is the internal motive that ensures the active interaction of all participants in the communication process, which leads to a mutually enriching exchange of authentic, professionally significant information in a foreign language, the acquisition of professional communication skills. The teacher needs to implement such a role model of interaction during practical classes in English, which makes the teacher him/herself an interested connoisseur and ardent admirer of vocal art, and the students themselves – bright original representatives of this art. The implementation of such a model of educational interaction in distance learning is a more complicated process, due to the need for joint activity, perception and understanding of others in virtual space. It is necessary to make the most of all the potential opportunities of information and communication and digital technologies in order to preserve the value-based and meaningful communication between the teacher and the student in the conditions of distance learning. There is no doubt that traditional forms of interpersonal interaction, such as conducting individual consultations for students, involving students in making decisions regarding the choice of discussion topics or the format of completing educational tasks, allow the teacher to better understand the needs of students and enable personalized support and motivation for further active participation in the educational process.

3. One of the conditions for the development of foreign language speech competence is a didactically expediently selected structure and organization of the learning process. The content of the course, methods and forms should correspond to the professional orientation of the individual, the internal drive and inclination to vocal activity. In order for applicants to truly engage in communication in a foreign language in dialogical and monological forms, it is necessary that the tasks, set before them in the course of educational activities, acquire personal significance and thus find a response and a point of support in their experiences, plans for the future, value-semantic orientations, emotional-aesthetic thinking. The strategy of “customization” acts as a tool that helps the teacher dynamically “adjust” a certain system of exercises and tasks to the individual needs and preferences of vocalists, their imaginative, figurative thinking, temperament. The process of adjusting the content, pace and complexity of the educational material for vocalists provides greater motivation and interest in learning, increases involvement in communication and helps to overcome the barrier that arises when learning a foreign language.

4. The effectiveness of the formation of foreign language competence depends on the appropriate involvement of applicants in various types of speech activity (listening, speaking, reading, writing) in situations that simulate vocal and stage activity, various circumstances of concert musical and performing activity and thus form a model of professional behavior in the field of singing. Introducing the imitation of future professional activities, role-playing and business games that model participation in concerts, international, all-Ukrainian and city festivals-competitions; discussion of specific situations from their experience; writing essays, reports, messages with further discussion; creative and personal tasks (creation of professional real and promising self-portraits) into the educational process forms practical skills of listening, speaking, reading, writing and at the same time adapts vocalists to stage and performing activities, expands professional knowledge, professional and creative abilities and skills in the field of vocal art. The teacher can vary the types of speech activity of the students. In particular, to develop listening skills, you can choose well-known vocal works in English and discuss and analyze pronunciation, intonation and emotional coloring. It is advisable for students to record their own vocal performances and compare them with the original performers in terms of pronunciation. Communication in English can be both improvisation (dialogue or monologue) and role-playing, the script of which is agreed in advance. Interviews with famous vocalists and subsequent discussion of their professional experience and technique contribute to the development of reading skills. The development of the ability to communicate through text involves writing reviews of performances, concerts or musical works, maintaining a blog to share professional impressions, experience and advice for other vocalists.

The success of the formation of foreign language competence should be based on organizational work, aimed at preparing methodological support, in particular, the development of additional software that takes into account the level of speech training of future vocalists. This may include, in particular, the creation of program requirements, adapted to the learning conditions, psychological characteristics and learning style of applicants for vocal specializations by increasing creative and research tasks, planning classes with a dominant focus on the development of speaking competences; selecting a balanced sequence of exercises and tasks that correspond to the nature of a certain skill or ability; preparing a set of visual aids, methodological recommendations, the use of which facilitates the assimilation of foreign language material; using authentic texts, as they help improve speech skills through the use of original vocabulary; developing musical and lexical dictionaries-translators, etc. When solving the problem of selecting educational material, it is worth considering the provision that the most effective way to learn a foreign language is through the context of its application, that is, the gradual saturation of learning with elements of professional activity [14]. The contextual approach models a communicative environment that is as close as possible to the professional one in form and content and is the basis for the active development of speech competences of applicants.

5. The condition for the formation of foreign language speech competence is the encouragement of applicants to creative self-realization in various forms of extracurricular activity, which, unlike educational, is characterized by unlimited time, lack of assessment, unregulated communication of educational process participants with each other, freedom of choice of content, forms, means, methods of extracurricular work. The organization of student life outside the schedule of classes in higher education on the principles of

interest and voluntariness involves the implementation of a system of measures, aimed at educating the individuality of the future vocalist with a formed personal performing culture. The teacher's selection of the right form of extracurricular activity will polish their knowledge of singing skills and competence in speaking, reading, and writing. Discussion clubs, music projects, olympiads, conferences, public speaking classes, theater groups, trips, vocal studios, dance groups, excursions, visits to exhibitions and museums, etc., can be considered extracurricular work of a professional nature (if this activity is not provided for by the course program), where students learn to communicate at the professional level. As a result of participating in this activity, students of vocal specializations acquire a wide range of vocal and performing skills and abilities that will make them competitive in their field. Preparation for role-playing business games, trainings, and projects that simulate real situations, in which applicants can test their skills, can be extracurricular. The selection of topics and principles of such activity may take some time and be carried out by the students according to the teacher's preliminary instructions. It is advisable to apply such situations, in which applicants alternately perform the roles of vocal teacher and students, organizer of an international competition of performers and participants, conductor of a choir and singers, etc.

Such creative quasi-pedagogical activity will activate not only creative skills, but also form confidence and reflective-evaluative consciousness and self-esteem of applicants. The teacher's purposeful and skillful use of various forms of extracurricular work helps students expand and deepen their knowledge, skills and abilities, develop independence, individual talents, overcome difficulties in mastering the English-language professional component, which allows them to most effectively go through all stages of the self-realization process.

6. Foreign language professional competence as an integrative property of the personality is most successfully formed during research and cognitive activity, the model of which is based on the idea that people learn through social experience, exploring certain problems, and, in our opinion, should also be involved in teaching English to future vocalists. The teacher encourages and motivates students to conduct such research that would help them satisfy their own curiosity, expand their professional knowledge base and develop critical thinking skills.

Let us take as an example the organization of a scientific and practical webquest, which involves the collection of material, the selection of participants, the explanation of the conditions of participation, the defense of projects, the evaluation of the results obtained and their discussion. During independent work on original and creative research on a certain topic, the applicant structures his/her knowledge, uses various methods of processing information, forms the ability to correctly present his/her material, thereby developing foreign language professional competence. It is important to remember that inquiry-based learning is not a skill or practice in itself, but a process that, if directed and consistently implemented, can increase the intellectual activity of learners and improve: research skills, cooperation and communication skills, the ability to solve problems and find ways to solve issues, participate in the creation, improvement, implementation of ideas, increase motivation and interest in learning, involve others in communication and overcome the language barrier.

Teaching English based on an inquiry-based approach involves adhering to the following stages of the educational process:

- 1) formulation of a question (problem);
- 2) research of a problem situation;
- 3) analysis and explanation of the solution to the problem;
- 4) the final stage – conclusions and results of the work performed;
- 5) reflection.

In an educational environment, this type of cognitive activity, based on the study of, for example, the-oretical aspects of performing arts in English-speaking countries, can provide the teacher with the op-portunity to allow students to fully analyze the problem or scenario and learn from both the process itself and the result. Students should be encouraged to ask questions, study the English-speaking professional environment, collect evidence to support the statements, assumptions and conclusions made, and build convincing arguments about how the final result of such educational research was achieved. As an example, one can study the experience and principles of organizing choral performance, participation in international singing festivals and competitions, and public performances.

The principles of research-cognitive learning can be classified as follows. It is the student, not the teacher, who is the center of the educational process. Educational English-language activity is aimed at forming and improving the skills of processing foreign language professional information. The teacher in this case not only directs the learning process, but also contributes to the development of communication skills. It is the development of skills for processing English-language information and its conceptual under-standing that is important, and not the actual content of the discipline.

The use of this method in the education of future performers gives applicants the opportunity to ex-perience the process of creating knowledge and to involve their creative abilities in the process of learning new things in terms of future professional activity. The key features of this methodology at the initial stage involve the gradual and phased introduction of research-based learning, and then, depending on the tasks of the educational process, the transition to independent training. It should, of course, be taken into account that adaptation to such a method is likely to be difficult, and therefore there is a need for monitoring and close interaction between the teacher and students.

11.5 DISCUSSION OF THE RESULTS OF SECTION 5

We have defined the conditions for the formation of English-language speech competence of appli-cants for vocal specialization as involving in cognitive activity a set of different teaching methods, mastery of the spelling, phonetic, lexical and grammatical aspects of the English language in order to form the ability to use various language tools in constructing correctly formulated statements for the purpose of adequate professional communication.

The implementation of an integrated approach to learning English is planned and achieved in the con-text of the formation of various English-language competences, which are important and necessary for future professional performing activities. The development of English-language competences helps vocal-ists work with foreign-language musical materials and correctly perform vocal works. In the professional

aspect, mastery of a foreign language provides new opportunities for professional and creative growth. This allows for a better understanding and interpretation of works of different cultures, as well as expanding the possibilities of cooperation with international colleagues and performances on leading world stages, effective communication in the international environment and better integration into it.

It has been established that a personalized and individual approach to the educational process, creative special educational interaction and value-semantic communication between teacher and applicants, a didactically expediently selected structure and organization of the learning process, involvement in various types of speech activity in the current context of the features of the future profession, encouragement for creative self-realization in various forms of extracurricular activity, motivation for research and cognitive search are the most important factors that determine the success of the formation of speech competence of applicants for vocal specializations. It is noted that the need to form skills and abilities for independent study of foreign languages is a key element of successful professional development in the modern world.

Therefore, the formation of foreign language communicative competence of future singers is professionally oriented, since the acquired skills are aimed at achieving a professional goal (using special terminology in various communicative situations, observing all language norms, performing vocal works in the original language, analyzing a musical foreign language text, productive communication between all participants in creative and performing international projects, etc.). This approach determines the features of organizing the acquisition of a foreign language: the selection of various types of educational activities taking into account effective pedagogical strategies and methods; preventing language interference, overcoming pronunciation errors and mastering a new sound system for inophones; modeling and imitation of situations of real communication and professional interaction in various spheres of stage and performing activities during training; a didactically appropriate set of exercises and tasks as a means of mastering speech operations and speech actions that ensure the implementation of communicative intentions within certain topics of communication; taking into account the ethnopsychological characteristics of foreign applicants; adherence to a certain algorithm of actions at all stages of the formation of phonetic, grammatical, lexical, and linguistic competences; introduction of a differentiated (personalized) approach as a means of optimizing learning by adapting it to the needs and skills of individual applicants; intensification of independent learning activities and involvement of applicants in various types of scientific research work and language-oriented university events.

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CONCLUSIONS

Based on the research conducted, the following results have been identified:

1. One of the main factors for achieving effectiveness in the study of any academic discipline in distance learning is the teacher's ability to organize pedagogical communication with students and achieve mutual understanding. The most important factors necessary for achieving successful learning outcomes in modern educational realities have been identified: an individual approach to each student, the creation of a favorable and supportive learning environment, the development of independence and responsibility in students.

2. The importance of possessing cultural intelligence as a predictor of effective online and offline interaction in multicultural groups of foreign students studying in higher education institutions outside their country has been proven. In a technical institution of higher education, the development of these components should be integrated into the process of learning foreign languages through the close relationship between languages and cultures, and carried out by both traditional and digital methods (audiovisual translation method), ensuring the multimodality of modern education.

3. It has been proven that a complex combination of methodological, methodical and practical approaches ensures the holistic formation of students' professional terminological competence, which meets the requirements of the digital transformation of higher education in Ukraine and takes into account the challenges of the educational system functioning in war conditions, contributing to the training of highly qualified and competitive specialists.

4. A holistic picture of the development of communicative soft skills in the digital environment has been highlighted and the leading mechanisms that ensure this dynamics have been identified. The changes recorded in emotional intelligence and communicative reflection indicate the formation of a more adaptive style of interaction in students, based on internal self-regulation, attentiveness to one's own experiences and analytical understanding of the situation.

5. According to the results of theoretical analysis and empirical research on the problem of social intelligence, perception and self-presentation in digital communications, it has been found that social intelligence, reflection and empathy form a holistic cognitive-emotional system that provides conscious regulation of interpersonal interaction and self-presentational activity in virtual space. A hierarchy of influences and cause-and-effect relationships between constructs has been established, which clarifies the place of social intelligence in the structure of social interaction and expands modern ideas about the psychological factors of self-presentation in digital communications.

6. Pedagogical conditions and specific technologies and methods of learning are presented, which, when implemented in the educational process of a HEI innovative educational environment, will contribute to the development of students' research competence. It has been proven that conducting research activities under certain conditions activates students' awareness of their own position, forms skills of discussion, argumentation, tolerant exchange of opinions, develops a scientific worldview, systems

thinking, information analysis skills, promotes the development of leadership qualities, civic activity, ethical responsibility, etc.

7. Based on the analysis of the idea of hybrid pedagogy, which involves the joint activity of humans and artificial intelligence, when AI is responsible for performing routine tasks, and the role of a facilitator within the integrated human-AI system is performed by the human brain, the concept of pedagogical scaffolding has been substantiated as a means of supporting applicants at all stages of the intercultural competence formation.

8. The effectiveness, feasibility and advantages of using GenAI in language training of foreign citizens at the initial stage of education have been proven. The areas of application of this advanced technology and promising aspects of its use in language education (personalized and adaptive learning, knowledge assessment, intermediate testing, gamification of the educational process), the development of other innovative approaches using various programs and applications have been considered.

9. Based on practical modeling of didactic scenarios focused on the use of neural network technologies, it has been proven that the introduction of AI tools in teaching Ukrainian as a foreign language significantly increases the effectiveness of the learning process. The emphasis on studying the evaluative potential of language units, in particular adjectives, as well as the analysis of atypical, deviant forms of their use, makes it possible to create conditions in the classroom that are as close as possible to a real communicative environment, which is ensured by the ability of the AI model to provide detailed, multidimensional feedback on grammatical correctness, lexical diversity and stylistic accuracy of the statement.

10. It has been proven that business communication culture increases the general level of professional culture of a future banking specialist and contributes to further professional development and self-realization in work. The results of the pedagogical experiment confirm that the most effective method of forming business communication culture is the use of training technologies that combine a complex of interactive types of educational activities and are aimed at personal and professional improvement.

11. The metacognitive resources of modeling text messages using projective-recursive technology in teaching English, the essential dimensions of communicative discourse and text as its basic element have been analyzed. The role of recursive mechanisms in organizing thought-speech patterns and ensuring productive feedback in bilingual communication situations is substantiated. The effectiveness of using metacognitive schemes in the logic of projective-recursive technology in teaching English has been proven.

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PSYCHOLOGICAL-PEDAGOGICAL AND LINGUODIDACTIC PROBLEMS OF LANGUAGE EDUCATION UNDER
CONDITIONS OF SOCIETY DIGITAL TRANSFORMATION

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