

DOI: <https://doi.org/10.32820/2074-8922-2021-73-96-103>  
УДК 371.134:811

## ESSENCE AND SPECIFICS OF FOREIGN LANGUAGE PROFESSIONAL COMPETENCE OF A TEACHER OF TECHNICAL DISCIPLINES

© H. Zelenin

*Ukrainian Engineering Pedagogics Academy*

### Information about the Author:

**Henadii Zelenin Ivanovych:** ORCID: 0000-0003-1274-2311; zelenin\_g@ukr.net ; Doctor of Pedagogical Sciences, Professor of the Department of Foreign Language Training, European Integration and International Cooperation, Ukrainian Engineering Pedagogics Academy, 16 Universitetska st., Kharkiv, 61003, Ukraine

The article defines the essence of the concepts “foreign language professional competence of a teacher of technical disciplines” as his/her ability to use a foreign language while performing teaching, educational, research, technical and technological functions of their professional activity: when obtaining, processing and creating materials of subject-information (scientific-technical, scientific-pedagogical and educational-methodological) nature, while exchanging information with others with the aim of developing and improving his/her own professional performance; “foreign language training of future teachers of technical disciplines” as a comprehensive and systematic specially organized process of an active use of foreign languages by students as a means of mastering and assimilating information relevant to their professional functions while implementing various directions in the training process. The author clarifies the structure and content of the components of foreign language professional competence of teachers of technical disciplines; the clarification was about limiting the list of components and specifying the content of linguistic (related to language and speech); professional-communicative (communicative-pedagogical and communicative-technical); pragmatic (scientific-pedagogical and scientific-technical) competences in accordance with the professional functions of teachers of technical disciplines.

The conclusions of the article highlight the important place of language competence in developing professionally important competences of a higher education student. It was defined as an obligatory key competence of a future specialist, having an interdisciplinary character and serving as the basis for developing professional (general and subject-related) competences. Along with the growing role of a foreign language in language competence, its foreign-language component has been defined. Foreign-language professional competence involves the ability of a specialist in a particular field to use the capabilities of another (foreign) language when performing professional functions: in obtaining and elaborating information, exchanging opinions and information with others for the sake of their own development and improvement of the results of their professional activity. This competence acquires its own specificity regarding the role and importance in the performance of professional functions of pedagogical staff.

**Keywords:** foreign language vocational training, teacher of technical disciplines, engineering and pedagogical activities, foreign language communicative competence, motivation, foreign language professional competence.

**Г. Зеленін «Сутність і специфіка іншомовної професійної компетентності викладача технічних дисциплін».**

У статті визначається суть понять «іншомовна професійна компетентність викладача технічних дисциплін» як його здатність використовувати іноземну мову під час виконання викладацької, виховної, науково-дослідницької, техніко-технологічної функцій професійної діяльності: в отриманні, опрацюванні і створенні матеріалів предметно-інформаційного (науково-технічного, науково-педагогічного і навчально-методичного) характеру, обміні інформацією з іншими в інтересах власного розвитку і підвищення результатів професійної діяльності; «іншомовна професійна підготовка майбутніх викладачів технічних дисциплін» як комплексний систематичний спеціально організований процес активного використання здобувачами іноземної мови як засобу опанування і засвоєння значущої для виконання професійних функцій інформації під час реалізації різних форм підготовки. Автор уточнює структуру і зміст компонентів іншомовної професійної компетентності викладача технічних дисциплін; уточнення полягає в обмеженні переліку складників і конкретизації змісту лінгвістичної (мовної і мовленнєвої); професійно-комунікативної (комунікативно-педагогічної і комунікативно-технічної); прагматичної (науково-педагогічної і

науково-технічної) компетентностей відповідно до професійних функцій викладача технічних дисциплін.

У висновках статті висвітлюється важливе місце мовної компетенції для розвитку професійно важливих компетенцій здобувача вищої освіти, що визначається як обов'язкова, ключова компетентність майбутнього спеціаліста та має міждисциплінарний характер і служить основою для формування професійних (загальнопредметних) компетентностей. Зі зростанням ролі іноземної мови в мовній компетенції визначається її іншомовний компонент. Іномовна професійна компетентність передбачає здатність спеціаліста певної галузі використовувати здібності іншої (іноземної) мови під час виконання професійних функцій: при отриманні та опрацюванні інформації, обміні думками та інформацією з іншими в інтересах власного розвитку та покращення результатів професійної діяльності. Ця компетентність набуває власної специфіки щодо ролі та значення у виконанні професійних функцій представників педагогічних працівників.

**Ключові слова:** іншомовна професійна підготовка, викладач технічних дисциплін, інженерно-педагогічна діяльність, іншомовна комунікативна компетентність, мотивація, іншомовна професійна компетентність.

**Problem statement.** Processes of world globalization and European integration of Ukraine, enhancing opportunities for interaction, increasing level of competence makes it necessary for modern representatives of different branches to master a foreign language. The ability to communicate in a foreign language is now becoming the norm for a specialist with higher professional education as a representative of the social elites. Improving the quality of education applicants' training, ensuring his/her practical orientation, upgrading of existing organization of foreign language training provides an increase in the level of competitiveness of graduates in the world labor market, their mobility, expanding opportunities for self-realization.

Due to the development of international business contacts, the adoption of new technologies, the creation of a huge number of joint ventures and strengthen professional activities in close contact with foreign colleagues there is a great need for representatives of the engineering and manufacturing industry with knowledge of a foreign language for professional purposes.

The effectiveness of their training is the responsibility of teachers of technical disciplines, who are facing increasing demands: on the one hand, they must have knowledge of a foreign language in accordance with their specialty, and on the other hand, they should use this knowledge in the educational process. Improving the effectiveness of foreign language training of future teachers of technical disciplines is an urgent and promising goal of their professional training.

**Literature review.** The analysis of scientific literature has shown considerable attention of scientists to the problem of foreign language training of future teachers of technical disciplines. In connection with the introduction of

the competence approach to higher education, the definition of its methodological foundations (I. Zimnyaya, O. Pometun, A. Hutorskiy and others) the identification and justification for foreign-language professional competence of future specialists in non-philological direction and providing their foreign-language professional training have also become important issues (I. Belevich, L. Beloborodova, V. Vasilevich, G. Sutkevich and others). A separate area is represented by studies of foreign-language training of future representatives of various technical specialties (I. Galimzyanova, M. Gordienko, L. Gren, I. Zabyaka, L. Morskaya, Yu. Nikolaenko and others).

In the scientific works of the researchers of the engineering and pedagogical branch of the pedagogical component (N. Bryuhanova, N. Volkova, T. Kalinichenko, E. Kankovskiy, D. Kovalenko, A. Kovalenko, N. Koroleva, M. Lazarev, T. Lazareva, L. Tarhan, L. Shtefan and others) the professional functions, entrusted to the teacher of technical disciplines have been defined and characterized, but the place of the foreign language component in this system, the role of which increases in accordance with the globalization and internationalization processes of human life, remains unidentified and unclear. There is practically no holistic view of the foreign-language professional competence of a teacher of technical disciplines; there is a lack of consistency and coherence in its formation during the professional training of a future specialist in the higher engineering and pedagogical education institution.

**The purpose of the article** is to reveal the essence and specificity of the foreign language professional competence of a teacher of technical disciplines,

**The statement of the main material.** The problem of improving the quality of foreign-language professional training of future teachers of technical disciplines, ensuring their ability to use the potential of a foreign language in the educational process of professionally oriented training of specialists of engineering and industrial specialties, foreign-language professional communication in the scientific and educational sector, for their own self-realization and self-development requires a separate study.

The specific nature of the professional activity of a teacher of technical disciplines necessitates taking into consideration the functions of engineering and pedagogical activities. There is the absence of a unified classification of teacher of technical disciplines functions due to the impossibility to present them according to a single criterion. However, there is no doubt that both engineering and pedagogical functions should be reflected in professional competence as an integral characteristic of a specialist. In our opinion, such functions are pedagogical in nature, the content of which includes an engineering component.

We have characterized the content of professional competence of a teacher of technical disciplines as his/her abilities in accordance with the implementation of the functions of teaching, educational, research, technical and technological activity, defined by the criterion of its stage: predictive and design; organizational and managerial; technological and communicative; control and correctional.

It should be noted that the communicative competence of a teacher plays an important role in pedagogical activity, since this profession refers to the activity of increased speech responsibility. The teacher of technical disciplines at an institution of higher engineering or secondary technical education is a specialist of a non-verbal specialty, i.e. linguistic training is not a professional one.

The analysis of scientific and pedagogical researches allows us to generalize that at the present stage the role of foreign language competence for teachers, in particular teachers of technical disciplines, has increased considerably and represents the necessity. In this regard, foreign language competence often holds the significant position among the competences of a specialist as the competence in Ukrainian language. In the list of general competencies, it is designated as "the ability to communicate in a foreign language", or it is extended and

concretized as "the ability to use a foreign language in all oral and written communications, working in an international context using modern means of communication," etc. Scholars interpret speaking a foreign language as the ability to communicate, acquire and transmit information.

Foreign-language professional competence of a teacher of technical disciplines is defined as his/her ability to use a foreign language during the teaching, educational, research, technical and technological professional activity: to receive, elaborate and create materials of subject-informational (scientific, technical, scientific-pedagogical and educational) content, exchange information with foreign colleagues for their self-development and improvement of professional results.

Generalization of scientific studies of scholars who have dealt with the problems of the linguistic essence of a foreign language, which allows us to conclude that scientists tend to characterize the ability of a person in accordance with the subject-specific linguistic skills: reading, translating, writing, speaking, listening. Because of this concern, as well as the psychological aspect of the mental processes performed by a person, the following components of the foreign language communicative competence of a teacher of technical disciplines as his/her ability to use a foreign language for communicative purposes could be identified:

1. *The essence of competence* is the ability to master professionally oriented (engineering and technical, pedagogical) information presented in a foreign language. *Mental processes performed by a person* - decoding information, using a known linguistic code; understanding the essence of information; uptaking of content. *Subject-specific linguistic skills, providing these processes* - reading, translating, listening.

2. *The essence of competence* is the ability to create and present information in a foreign language (own scientific and methodological achievements). *Mental processes performed by a person* - to create information (logical construction); encode information using a known linguistic code; present information in an accessible way. *Subject-specific linguistic skills, providing these processes* - translating, writing, speaking.

3. *The essence of competence* is the ability to communicate (to exchange information) in direct and indirect communication (to establish relations) *Mental processes performed by a person* - to acquire information, understand the essence of statements (decoding); to encode

information according to a known linguistic code; to use the information. *Subject-specific linguistic skills, providing these processes* - listening, translating, speaking, writing.

So, the key abilities of a person in the process of using a foreign language is the ability to acquire information presented in a foreign language (decoding), that is to understand its content and essence; creation of information in a foreign language (coding), including its proper presentation; fluent foreign language in communication and interaction with speakers of another (non-native) language.

Analysis of scientific and pedagogical literature allows identifying the following basic groups in the structure of foreign language communicative competence of a technical specialist: linguistic, communicative, pragmatic groups. [1]. Let us disclose their content in accordance with the professional activity of a teacher of technical disciplines in order to clarify the structure of his/her foreign-language professional competence.

*Linguistic competence* consists of the key abilities, determining spoken and written foreign language proficiency. Speech competence is a complex of knowledge about language and the ability to accurately identify and use speech components. It determines the speech behavior in accordance with the tasks of communication and it is also a speech construction in action using verbal means, the patterns of their functioning for the purpose of communication: from the simplest expression of emotions to the transmission of the subtleties of intellectual and professional information. Linguistic competence involves a single or similar system for encoding and decoding messages, and the speech aspect is important: the identity of lexical and syntactic systems, similar awareness of communication situations, etc. [2]

A teacher of technical disciplines working in an educational environment should use the linguistic units of a foreign language correctly and appropriately, because this determines the understanding and the degree of assimilation of these units by students. In addition, a teacher of technical disciplines organizes pedagogical interaction in the educational process, it is important to form applicants' attitude to a foreign language as a powerful tool for realizing many opportunities, both common and professional life. This foreign-language component of competence is definitely emphasized in the list of key competences of a specialist, because without it all other competences are meaningless.

Communicative competence covers professional-communicative and intercultural competence. Professional and communicative competence is defined as the ability to correctly use speech and language means in accordance with communicative tasks, to construct speech behavior, taking into consideration professional communicative situations and skills to implement communicative foreign language activities in the technical sphere. Intercultural competence involves the certain set of knowledge about the culture of a foreign language, through which cultural interaction in the scientific and technical industry is carried out, as well as the skills to overcome intercultural barriers in the process of foreign language communication.

*Communicative competence* of a specialist is considered as a personal and social integral quality of a personality, necessary for a future specialist to correctly assess communicative situations of communication, which are determined by personal goals or structure of goals, rules of social behavior; system of roles, characteristic for a particular communicative situation (M. Argyle, A. Furnham, J. Graham).

The analysis of scientific works relating to a phenomenon "communicative competence" allows [114] to claim that it is psychosocial quality of a personality, caused by internal force and confidence of a person concerning professional duties, appearing as a result of appreciation of the value and importance of the developed communicative ability for the purpose of effective interaction with the social environment and other people.

*Communicative competence* is a component of general professional competence of a personality, the content-technological element of the professional education system [3].

For a teacher of technical disciplines communicative competence should be characterized as communicative-pedagogical and communicative-technical according to the branches in which communication will be carried out. However, such subtypes in the professional activity of a teacher of technical disciplines of a higher education institution are not isolated from each other, because the failure of communication in the technical sphere as the operation of professionally oriented vocabulary during direct or indirect interaction makes contentless communication in pedagogical activity of a teacher.

*Pragmatic competence*, according to I. Galimzyanova, includes information-technological and self-educational competence of

a technical specialist. Information-technological competence is considered as the skill to select, receive necessary foreign language professionally important information from various sources, translate it into another sign system, determine its value and transfer the content of information in accordance with the established goals, and also effectively use Internet resources in professional activities. The development of self-educational competence of a technical specialist is determined by the insufficiency of academic hours to a certain extent, which are allocated for the study of a foreign language at a higher education institution. And in this way, the necessary condition of constant self-education of a specialist in order to improve the quality of his/her professional activity is the ability to update the knowledge and to learn more in the process of independent search and creative activity in technical sphere

Pragmatic competence, orientating on the future professional activity, may contain the following components for the activity of a teacher of technical disciplines: scientific-technical and scientific-pedagogical, given the importance of research professional function. For the activity of a teacher of technical disciplines is pragmatic competence, which has an orientation on the future professional activity, may contain such components as scientific and technical and scientific-pedagogical, considering the importance of scientific and research professional function. Although the research activity for its participant is defined by elements of independent search, selection, processing, analysis, synthesis of new material using various sources, including the Internet, self-educational activities are already at the core of such activities. In practice of professional activity, the future teacher of technical disciplines should actively cooperate with foreign partners, representatives of different cultures and professional competence levels; be familiar with the latest scientific and technological achievements in the productive sphere of technical specialization, using at the same time foreign-language sources of information. So, based on I. Galimzyanova's research, we have defined linguistic (linguistic and speech); professional-communicative (communicative-pedagogical and communicative-technical); pragmatic (scientific-pedagogical and scientific-technical) competences as components of foreign-language professional competence of a teacher of technical disciplines. One of the important characteristics of the above-mentioned competence is considered the dynamic exchange of information. The success of foreign-language

communication, "depends on both the willingness and ability of the communicant to take risks, to express his/her opinions in a foreign language, and on the development of his/her ability to use his/her own vocabulary and grammatical structures to deliver the message" [6].

Let us consider the opportunities for certain functions of professional pedagogical activity of a teacher of technical disciplines (teaching, educational, research, technical-technological), which are provided by the developed foreign-language professional competence:

*Teaching function* - provides learning and mastering the new educational technologies developed by foreign colleagues;

- allows to get the necessary foreign language professionally important information from a variety of sources;
- is a condition of communication and interaction with foreign representatives of pedagogical activities;
- ensures the development of teaching experience in a foreign language

*Educational function* - increases the scope for interpersonal interaction;

- increases the authority of the teacher's personality;
- develops moral qualities and volitional powers (discipline, correctness, independence, etc.);
- allows to overcome intercultural barriers in the process of other communication

*Research function* - provides opportunities to join searches and read scientific literature in a foreign language;

- allows scientific research to be conducted jointly with foreign colleagues (development of projects, taking part in grant programs, etc.)

*Technical and technological* – provides being acquainted and mastering the new productive technologies developed by foreign colleagues;

- provides opportunities for interaction with foreign colleagues in the specialty;
- allows to carry out communicative activity in the field of specialty.

Foreign language activity in the technical sphere should be considered as the foreign-language competence in operational functions of a teacher of technical disciplines (according to the stages of his/her activity)

Therefore, the realization of the predictive-projective function in the activity of a teacher of technical disciplines implies the presence of a developed system of general technical and special knowledge, which the teacher independently methodologically elaborates and transforms into

the teaching material, contributing to the possibilities of the developed foreign language competence. Proficiency in a foreign language allows a specialist to be acquainted with the achievements in a particular industry, developed by foreign colleagues, expands opportunities for research activities in the specialty.

In addition to searching information in the field of engineering and technology, mastering the code of foreign language activity allows the future specialists to master innovations in the field of teaching: to get acquainted with innovative technologies of methodological processing of general technical and specifically technical knowledge; methods of presentation developed by foreign colleagues; projects of educational process organization in educational institutions during international conferences in real or online environment.

These activities contribute to the teacher's ability to generate new ideas based on research in engineering and pedagogical knowledge. Organizational and managerial function involves the use of foreign language in the organization of their own activities in all its aspects (educational, pedagogic, research, technical and technological) and activities of applicants. Increasing the ability of the teacher of technical disciplines to carry out training classes in different forms in a foreign language, creating conditions for the processing and assimilation of subject information material from different sources in a foreign language, etc. is provided for the teacher of technical disciplines.

The technological-communicative function of the professional pedagogical activity of a teacher of technical disciplines allows him/her to use the means of his/her own foreign language speech activity to attract applicants to master professionally-oriented teaching material in a foreign language, to organize active foreign language interaction between participants of the educational process, increasing the need to deepen knowledge, encourages teachers and applicants to be creative, provides applicants' interest in their future professional activity, expanding their knowledge of its role in the development of their professional activity, and contribute to the success of the educational process and opportunities for their self-realization in future career.

When implementing the control-corrective function, teachers of technical disciplines can use diagnostic methods, improve their own activities by getting acquainted with the experience and achievements in this area of foreign colleagues.

Accordingly, during the performance of professional functions, the foreign-language competence of a teacher of technical disciplines provides an opportunity to increase the level of general, vocational and pedagogical culture and its development provides opportunities to deepen general technical, specifically technical, pedagogical and foreign language knowledge.

It cannot be denied that foreign language provides the space for the enrichment of professional information, i.e. performs the informational function, and "information culture as an essential characteristic of the teachers determines the current level of their pedagogical culture" [4].

Developing the personality of a teacher of technical disciplines, the foreign language competence also takes a significant place: Learning a foreign language, the need for its mastering creates a powerful incentive for the personality in developing the volitional qualities. Involvement in the learning process of a foreign language, which should be purposeful and systematic, disciplines the personality, producing independence and responsibility. Motivational function of foreign language communicative competence of a teacher of technical disciplines creates the necessary conditions for deepening and expanding the foreign language skills, stimulates active involvement in various activities using a foreign language, both in everyday life and in professional activity. The role of foreign language competence of a teacher of technical disciplines in the process of his/her interaction with other participants of pedagogical process, in development of communicative culture is important and merits further consideration. After all, foreign language communicative competence is the ability to solve

actual tasks of communication in everyday, educational, industrial and cultural spheres of life, with the result that the stable skills to use the facts of speech and speech to implement the goals of communication are developed by means of a foreign language [5].

The communicative function of the foreign language competence of a teacher of technical disciplines in present-day conditions allows being included both in direct and mediated communication (for example, through the Internet system) with a large number of different people. There is a reason that foreign language communicative culture becomes an essential part of human culture as a whole.

The foreign language competence of a teacher of technical disciplines plays a significant role in building and maintaining his/her image.

The foreign language proficiency is an essential part of a successful person's education. It should be mentioned that the item concerning the level of foreign language skills has long been included in most questionnaires from HR of state and commercial companies. Moreover, of course, the employees who are able to use several languages in addition to their native language have more opportunities for employment and self-actualization.

Foreign language proficiency is a sign of a richer inner world of a person, developed logical thinking. Concerning the image, such people make a more positive impression on others. Therefore, the image function of the foreign-language competence of a teacher of technical disciplines allows experiencing moral satisfaction from official or unofficial recognition, creates preconditions for career growth of a specialist.

The self-improvement function is closely connected with the preliminary functions of a foreign language in the professional activity of a teacher of technical disciplines. Foreign language is a powerful source for a specialist's self-realization and, therefore, awareness of the need to move ahead, not stopping on achieved. Understanding the increasing opportunities for realization in the professional sphere, interaction with others stimulates self-improvement of their own potentialities as well as the search for new ones.

**Conclusion and further research prospects.** Based on the analysis of the works of researchers, it was discovered that foreign-language professional competence involves the ability of a specialist of a particular sector to use

the capabilities of another (foreign) language during the performance of professional functions: in obtaining and processing information, exchanging opinions and information with others for their own development and refinement of output in professional activity. Above mentioned competence gets its own specificity regarding the role and importance in the performing of professional functions of representatives in the pedagogical field.

Foreign-language professional competence of a teacher of technical disciplines is defined as his/her ability to use a foreign language at performing teaching, educational, research, technical and technological functions of professional activity: to obtain, elaborate and create materials on subject-information (scientific and technical, scientific and pedagogical, educational and methodological), to exchange of information and opinions with others in the interests of self-development and improving outcomes of professional activities. The structure of foreign language professional competence of a teacher of technical disciplines includes: linguistic (speech and speaking); professional and communicative (communicative-pedagogical and communicative-technical); pragmatic (scientific-pedagogical and scientific-technical) components.

Prospects for further research are to develop a holistic system of foreign language professional training of future teachers of technical disciplines based on the a foreign language using as one of the means of professional (pedagogical and engineering) training and providing development of foreign language professional competence.

#### Список використаних джерел

1. Галимзянова И. И. Иноязычная коммуникативная компетенция у студентов в рамках УИРС / И. И. Галимзянова // Университет в системе непрерывного образования : матер. междунар. науч.-метод. конф. – Пермь : Изд-во Перм. гос. ун-та, 2008. – С. 194–197.
2. Герасимова О. И. Особенности формирования рефлексивных умений унаучально-профессиональной деятельности студентов высших учебных заведений / О. И. Герасимова // Гуманитарный вестник ВВНЗ «Переяслав-Хмельницкий державний педагогічний ун-т ім. Г. Сковороди». – Київ : Гнозис, 2012. – Вип. 27, дод. 1, т. IX (42). – С. 100–105.
3. Гоголь І. Розвиток комунікативної компетентності майбутніх маркетологів у процесі фахової підготовки / І. Гоголь, В. Кочина // Актуальні проблеми гуманітарних наук. Педагогіка. – 2020. – Т. 1, вип. 27. – С. 280–285.
4. Ільчук В. В. Педагогічні умови професійного саморозвитку викладачів фахових

дисциплін у вищих аграрних навчальних закладах : дис. ... канд. пед. наук : 13.00.04 / В. В. Ільчук. – Вінниця, 2016. – 254 с.

5. Шумовецька С. П. Формування мовної культури особистості у військовому вузі : дис. ... канд. пед. наук: 13.00.04 / С. П. Шумовецька. – Хмельницький, 1999. – 233 с.

6. European Union. Presidency Conclusions. 23-24 March 2000. / Evuropean Parliament, Directorate-Generale for the Presidency. – Lisbon : Eu-371, 2000. – 35 p.

#### References.

1. Galimzyanova, II 2008, 'Inoyazychnaya kommunikativnaya kompetentsiya u studentov v ramach UIRS', [Foreign language communicative competence of students in the framework of the UIRS] *Universitet v sisteme nepreryivnogo obrazovaniya*, Izdatelstvo Permskogo universiteta, Perm, pp. 194-197.
2. Herasymova, OI 2012, 'Osoblyvosti formuvannia refleksyvykh umin unavchalno-

profesiinii diialnosti studentiv vyshchych navchalnykh zakladiv', [Features of reflexive skills development in educational and professional activity of students of higher educational institutions] *Humanitarnyi visnyk VVNZ Pereiaslav-Khmelnyskyi derzhavnyi pedahohichni universytet imeni H. Skovorody*, iss. 27, dodatok 1, vol. IX (42), Hnozys, Kyiv, pp. 100-105.

3. Hohol, I & Kochyna, V 2020, 'Rozvytok komunikatyvnoi kompetentnosti maibutnikh marketolohiv u protsesi fakhovoi pidhotovky', [Development of communicative competence of future marketers in the process of professional training] *Aktualni problemy humanitarnykh nauk. Pedahohika*, iss. 27, vol.1, pp. 280-285.

4. Ilchuk, VV 2016, 'Pedahohichni umovy profesiinoho samorozvytku vykladachiv fakhovykh dystsyplin u vyshchych ahrarnykh navchalnykh zakladakh', [Pedagogical conditions of professional self-development of professional disciplines teachers in higher agricultural educational institutions] *Kand.ped.n. thesis, Vinnytsia*.

5. Shumovetska, SP 1999, 'Formuvannia movnoi kultury osobystosti u viiskovomu vuzi', [Development of personality's linguistic culture at the military university] *Kand.ped.n. thesis, Khmelnytskyi*.

6. Evuropean Parliament, Directorate-Generale for the Presidency 2000, *European Union. Presidency Conclusions*, Eu-371, Lisbon.

*The article was received 27 November 2021*