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СУЧАСНИЙ СТАН МЕТОДИКИ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ ДЛЯ ПРОФЕСІЙНОГО СПІЛКУВАННЯ У ВИЩИХ ЗАКЛАДАХ ОСВІТИ УКРАЇНИ

Анотація. У матеріалах статті подано результати аналітичного дослідження найновіших вітчизняних наукових праць з проблеми формування іншомовної професійної комунікативної компетентності. Зокрема розкрито еволюцію мети і змісту щодо формування іншомовної професійної комунікативної компетентності майбутніх фахівців. Встановили, що загальною метою іншомовного навчання професійного спілкування є розвиток діяльнісної іншомовної компетенції у повсякденних, ділових та професійних ситуаціях, а кінцевим орієнтиром для реалізації зазначеної мети визнано професійно орієнтовану міжкультурну комунікативну компетенцію майбутнього фахівця, що складається з п'яти системних компонентів: комунікативної, соціокультурної, фахової, навчальної та методичної. Висвітлено інновації в технологічному забезпеченні процесу підготовки студентів у закладах вищої освіти до майбутньої професійної комунікації, серед яких: міждисциплінарність навчального курсу «Іноземна мова за професійним спрямуванням», що пропедевтично знайомить студентів 1-2 курсів з майбутньою професійною діяльністю й мотивує до подальшого удосконалення іншомовної професійної компетенції; перенесення акценту з транслювання інформації на формування вміння самостійно здобувати знання й ефективно використовувати їх у навчальній та професійній діяльності; суттєве скорочення кількості годин на аудиторні заняття, що зобов'язує до формування в студентів уміння самостійно здобувати знання й ефективно використовувати їх у практичній діяльності; підготовка студентів до самостійного вивчення іноземної мови для подальшого професійного самовдосконалення, тобто до автономного навчання.

Ключові слова: методика формування іншомовної професійної комунікативної компетентності, професійна підготовка, автономне навчання.

CURRENT STATE OF THE METHOD OF TEACHING A FOREIGN LANGUAGE FOR PROFESSIONAL COMMUNICATION IN HIGHER EDUCATIONAL INSTITUTIONS OF UKRAINE

Abstract. The article presents the results of analytical research of the latest domestic scientific works on the problems of foreign language professional communicative competence formation. The evolution of the purpose and content of the formation of foreign language professional communicative competence of future professionals is disclosed. It is established that the general goal of foreign language training for professional communication is the development of active foreign language competence in everyday, business and professional situations, and professionally oriented intercultural communicative competence of future professionals is defined as the ultimate guideline for achieving this goal. This competence consists of five system components: communicative, socio-cultural, professional, educational and methodological. Innovations in technological support in the course of training students in higher education institutions for future professional communication



are highlighted, including the interdisciplinarity of the course "Foreign language for professional orientation", which introduces the 1-2 course students into future professional activity and motivates to further improve foreign language professional competence; shifting the emphasis from the transforming the information on the formation of skill to acquire knowledge independently and use them in educational and professional activities effectively; a significant reduction of the number of auditorium classes, which is associated with the formation of students' skill to acquire knowledge independently and apply it in practice efficiently; preparing students for independent study of a foreign language for further professional self-improvement, that is for independent study.

Keywords: methods of foreign language professional communicative competence formation, professional training, autonomous training.

INTRODUCTION

The problem formulation. The course of foreign language for professional communication takes considerable place in the structure of training specialists at higher educational institutions of Ukraine for various sectors of the country's economy. Strengthening the functional content of this element of the specialist training system needs to be updated and modernized in connection with the reform of the entire educational process in Ukraine. Hence, there is a need in scientific reasoning of the content and procedural components of the process of preparing students of higher educational institutions for foreign language professional communication.

The purpose of the article: to highlight the current state peculiarities of foreign language teaching methods for professional communication in Ukraine, to outline trends and patterns of further scientific development in the field of language didactics.

Objectives: to investigate the evolution of the purpose and content of the formation of foreign language professional communicative competence of future professionals; to find out innovations in technological support in students training process at higher educational institutions for the future professional communication.

RESEARCH METHODS

Analysis of normative educational documents on research problems and the latest domestic research on the problems of foreign language professional communicative competence formation, linguodidactic interpretation of the obtained data in accordance with the purpose of the article.

RESULTS OF THE RESEARCH

Scientifically substantiated organization of the process of formation of readiness for professional foreign language communication requires first of all definition of the purpose of training, the content and final results prediction.

Any activity begins with the definition of the purpose, including and educational-cognitive, and educational-professional. A well-defined goal is the main task that needs to be solved by organizing the learning process, because the organization itself is impossible without a clear idea of what you want to get in the end. The process of formation of professional-speech readiness to communicate in a foreign language is a holistic system in which the goal is at the highest hierarchical level and determines the functioning of all other components of the system.

It should be noted that the goal performs not only a system-forming function, but also such auxiliary ones as: a / the function of a landmark that aims to achieve certain learning outcomes, b / the function of a benchmark to determine the degree of achievement of learning outcomes and c / management function, acting as a criterion for the methods selection, tools, forms of the language learning process organization, etc. Thus, the importance of a specific, accurate, scientifically sound definition of purpose is obvious.

In the Law of Ukraine "On Education" (2017), the purpose of education has not changed dramatically compared to the previous regulatory educational documents. It envisages the following: "comprehensive development of a man as a personality and the highest value of society, his talents, intellectual, creative and physical abilities, formation of values and competencies necessary for successful self-realization, education of responsible citizens capable of conscious social choice and directing their activities to other people and society benefit, enriching on this basis the intellectual, economic, creative, cultural potential of the Ukrainian people, raising the educational level of citizens to ensure sustainable development of Ukraine and its European choice".

Thus, in the legislative document, as in the previous ones, the priority is given to the comprehensive development of a highly conscious personality. But, for the first time, it is stated what the state expects exactly from a highly educated person: "ensuring the sustainable development of Ukraine and its European choice". Therefore, Ukraine reaffirms its commitment to European integration and recognizes education as a powerful driver of this process.

To ensure Ukraine's presence in the European environment, it is necessary to implement many conditions, which are provided primarily by means of international strategic communications. Therefore, the importance of knowledge in English as the language of international communication, as well as other foreign languages is declared in documents of national importance.

In particular, in 2019 the Concept of English language development in higher educational institutions of Ukraine (Konseptualni zasady derzhavnoi polityky shchodo rozvytku anhliiskoi movy u sferi vyshchoi osvity, dateless) was approved, which provides the creation of the necessary conditions for all citizens of Ukraine to master the means of international communication for the professional development of each and economic growth of Ukraine.

Thus, the purpose of education highlights the specific requirements of the state and society to the person who received higher education. They can be combined into two large groups: first of all a / general, obligatory for each educated person; and also b / special, characterizing experts of the corresponding field of activity.



It should be noted that some components of the goal do not only indicate the expected ultimate result of the educational process, but also focus on how to achieve the outlined goal. Thus, the general goal of education provides the development of not only intellectual and physical, but also creative abilities of students, as well as the formation of values and important competencies for students and society, the development of which is possible only in activities.

Thus, the purpose of education defined in the state document focuses on achieving a certain ultimate result, which is expressed in the existing competencies, and the efficient way to achieve it.

It should be noted that the organization of the learning process according to the activity approach is not an innovation for linguodidactics, because in the 70s of the last century the famous researcher of the theory of learning content N. Talizina noted: "Knowledge can neither be learned nor stored outside the learner. ; instead of two problems: to transfer knowledge and to form abilities and skills - there is one: to form such kinds of activity which from the very beginning contain the set system of knowledge and provide their use within in advance provided limits» (Talyzyna, 1975, p. 41-42).

Let us consider how society's requirements for the readiness of professionals to carry out foreign language professional communication have been interpreted in modern domestic methods of teaching a foreign language.

At the beginning of the XXI century standard curricula in English, German and French were created for university students studying in various specialties (Prohrama z anhliiskoi movy dlia profesiinoho spilkuvannia, 2005; Ramkova prohrama z nimetskoi movy profesiinoho spilkuvannia dlia vyshchykh navchalnykh zakladiv Ukrainy, 2014). The main idea of these regulations is to help students - future professionals in various sectors of economy - to become competitive in the international labor market.

The main tasks of the foreign language course in vocational orientation focused on the formation of students' general and professionally oriented communicative competencies, development of lifelong self-learning ability, cognitive abilities and positive motivation to learn languages, as well as students' understanding of important international sociocultural issues (Prohrama z anhliiskoi movy dlia profesiinoho spilkuvannia, 2005).

The process of professional communicative competence formation, which was considered as specific for academic and professional environment language behavior, which is formed in educational communicative situations close to various aspects of professional activity, was under close attention in typical educational programs. The certain types of communicative professional activity were an indicator of achieving the final results.

Therefore, from the beginning of the introduction of the foreign language training course for professional communication, the application of the activity approach to target the process of foreign language professional training of students at Higher Educational Institutions was declared.

The authors of the programs (Inozemna mova za profesiinym spriamuvanniam , dateless) have emphasized that it is not the level of informativeness that determines the readiness to carry out professional foreign language communication activities, but practical language and speech skills, which are a form of functioning of theoretical knowledge. Therefore, the level of readiness of students to carry out foreign language professional communication was determined on the basis of diagnosing the skills needed in specific professional activities, in professional speech activities in particular. Since it is impossible to form perfect foreign language speaking professional skills during training, the necessary minimum was outlined, which provided the professional foreign language communicative competence.

The activity component of the content of students' foreign language training was further developed after the publication of the Framework Program new version for the German language for professional communication, intended for students of higher educational institutions. The general purpose of foreign language training for professional communication was called the development of active foreign language competence in everyday, business and professional situations. The ultimate guideline for the realization of this goal was recognized the professionally oriented intercultural communicative competence of the future specialist. The essence of this complex, systemic, multicomponent phenomenon was revealed as follows: "these are skills and abilities that provide qualified professional activity in private, public, professional and educational spheres of communication in a multinational society in a foreign language, as well as nonverbal (formulas, graphics, gestures, facial expressions) by means of communication in the context of the target culture" (Ramkova prohrama z nimetskoi movy profesiinoho spilkuvannia dlia vyshchykh navchalnykh zakladiv Ukrainy, 2014, p.10) .

Five groups of competencies were recognized as structural components of professionally oriented intercultural communicative competence, which led to the content and determination of the final results of foreign language learning in a professional field. Such competencies included:

- foreign language communicative competence, which develops in different types of speech activity, which are inherent in everyday and professional speech situations of the future specialist;
- socio-cultural competence, which is a stimulating tool and motivating component in the language learning course, develops in an atmosphere of openness and willingness to accept the behavior rules and norms in another society;
- professional competence that develops through the acquisition of experience to solve standard professional tasks perfectly;
- educational competence, which is based on the ability to perform educational tasks of different levels of complexity independently and in the process of interaction with other subjects of the educational process;
- methodological competence, which involves the ability to use different strategies and techniques to solve professional problems (Ramkova prohrama z nimetskoi movy profesiinoho spilkuvannia dlia vyshchykh navchalnykh zakladiv Ukrainy, 2014, p.11-12).



The criterion for the formation of these types of competencies was the quality of students' implementation of the most significant educational professional and communicative actions, which were characterized by a high frequency of application in various types of future professional activities.

The typical curriculum (*Inozemna mova za profesiinym spriamuvanniam*, dateless) states that the general purpose of the formation of highly qualified specialists is realized through specific goals aimed at mastering foreign language communication in the main types of professional activities. Therefore, a precedent has been set in the domestic methodology of foreign language teaching for professional purposes for the scientific substantiation of the purposeful process of foreign language communication teaching and training specialists to master professional types of activities in close interconnection.

Linguistic teachers G. Bakaeva, O. Borysenko and others note that in typical curricula it is not possible to describe all professional situations due to their large number (*Prohrama z anhliiskoi movy dlia profesinoho spilkuvannia*, 2005, p. 11). Instead, they provide an algorithm and examples of creating such situations in the educational process.

Thus, at the beginning of the XXI century, the task of concretizing the goals of teaching in the methodology has not been found out, but only started, because the main difficulties were to identify all kinds of activities, preparation for which is the goal of learning a foreign language for professional activity in a higher educational institution.

Hence, there was the problem of developing a variety of possible and most commonly used communicative situations for professionals of different specialties to simulate them in the process of professional foreign language learning, so it is necessary to determine what activities should be set as the ultimate goal of professionally oriented foreign language teaching.

This problem is being actively developed in modern domestic methods of teaching foreign languages. The researchers, studying one or another methodological aspect of the formation of foreign language professional competence, do not ignore the linguistic and pragmatic features of different types of speech activity, and thus determine the types, forms, genres, styles of professional communication and on this basis build the content of foreign language training for professional communication.

Thus, for future specialists in information technology, whose professional activity is dominated by written communication, N. Shandra (Shandra, 2019) investigated and described the linguopragmatic features of professional written discourse, as well as the areas, types and functions of professionally oriented written communication, outlined situations of their application; defined the functional roles of IT professionals in such communication, their communicative goals and intentions, means of communication, that is the researcher identified and described everything necessary to specify the purpose, content and final results of training professionals in this field for foreign written professional communication.

The subject matter of I. Semeryak's (Semeriak, 2016) research was the communicative strategies of foreign language professionally oriented communication of future programmers. Based on the analysis of linguistic and functional features of different genres of professional discourse in the field of programming, the researcher has found that they will need such verbal address-oriented strategies as: information, self-presentation, emotional and evaluation, motivational and cooperative, which will be realized through the prism of the sociocognitive approach with the use of the Internet. Then the content of foreign language teaching in a professional direction was outlined, the purpose of which was to form communicative professional strategies in connection with the development of professional speech in various fields, topics, communicative situations that simulate future professional activity.

A similar study was conducted to determine the content of business writing training for future marketers. N. Chorna (Chorna, 2017) identified the functional features of the professional discourse of marketers in accordance with different types of marketing, described the types of texts of business documentation and defined the selection criteria for the formation of professional foreign language competence in business writing for future professionals.

Thus, the characteristic feature of the domestic method of foreign language teaching for professional communication is the reliance on professional discourse, which reflects the characteristics of the industry or specialty, types and functions of professional communication, functional roles of communicators, their communicative goals and intentions, means and communication strategies. In view of this, an additional function of the foreign language course in the professional field is outlined, which is to acquaint undergraduate students with the chosen specialty and the development of professional speech skills.

Starting from the second decade of the XXI century, the domestic method of foreign language teaching for professional communication is being gradually enriched with a significant number of studies that specify the overall purpose of foreign language learning for students of different specialties at higher educational institutions, scientifically substantiate the content and results of learning activities. For example, H. Tsybrowska defined the purpose and content of foreign language training for future pediatricians, A. Tomashevska - for pharmacists; T. Shovkova - for future translators; V. Myskiv, I. Ferenchuk-Piontkovska - for students of philology, M. Natsyuk and I. Bilyanska - for future teachers; I. Potyuk and E. Mustafayeva - for students of non-language specialties, and N. Mykytenko and N. Lenyuk - for students of natural and technical sciences; methodologists and researchers also have paid their attention to future specialists of tourism and economic branches, etc.

The analysis of experimental teaching methods developed and tested by scientists showed that the content of the formation of active foreign language competence included not only lexical and discursive features of professional speech, but also fragmented use of other subjects content.

Thus, I. Semeryak (Semeriak, 2016), for the formation of communicative professional experience of students-programmers used business games in the collegial consultation format, presentation of novelties in professional field,



practical and advisory assistance to the client, preparation of various types of professional documentation, participation in webinars and Internet conferences, conducting site, etc..

I. Kodlyuk (Kodlyuk, 2018) in the process of teaching foreign language communication provided for the acquaintance of future tourism specialists with such types of professional activities as choosing a tour, accepting a food order, booking hotel rooms, etc.

Thus, another characteristic feature of modern methods in foreign language teaching for professional communication has been clearly outlined - the interdisciplinarity of the course "Foreign language for professional purposes", which propaedeutically acquaints the 1-2 course students with future professional activity and motivates to further improve foreign language professional competence.

In addition, there is a tendency to integrate the course with related disciplines, in particular with the general course of a foreign language (Semeryak, 2016).

Thus, at the present stage of foreign language teaching methods development the tendency to concretize goal setting on the basis of activity approach and determination of the relevant content of foreign language learning, the results of which meet the students' needs and the world labor market requirements, has become a permanent demand for content formation and final learning outcomes of foreign language teaching course for professional communication in higher educational institutions.

The main provisions of the activity approach, which set the guidelines for the organization of the learning process, and communicative, which focuses on the final results and ways to achieve them, set the main direction of the learning process: to encourage students not to accumulate knowledge but prepare for independent creative work, form organizational skills for professional communicative activity. This means that the priorities of the teacher's activity have changed: the emphasis has been shifted from the transmission of information to the formation of the ability to acquire knowledge independently and use it effectively in educational and professional activities. Thus, the future specialist receives a boost and tools for further sustainable education, due to which an active professional life is going on, and it will contribute to the successful and harmonious coexistence of the individual in society.

The significant reduction of classroom classes is the feature of the modern process of obtaining education in higher educational establishments, which obliges students to develop the ability to acquire knowledge independently and use it effectively in practice. On this background, despite the strengthening of creative parity interaction of the subjects of the educational process - teachers and students, there is a tendency to separate teaching from learning at a new qualitative level. To provide such a level of education is the leading educational task of a foreign language course in a professional field. It requires the teacher to be a moderator of the learning process: "to promote the development of self-esteem and the ability to self-study, that will allow students to continue their studies in academic and professional environment both during the university study and after graduation" (Prohrama z anhliiskoi movy dlia profesiinoho spilkuvannia, 2005).

Over time, the declared methodological requirement for preparing students for independent study of a foreign language for further professional self-improvement, that is for autonomous learning, has acquired the status of a leading principle of the course as a methodological guideline in organizing the learning process (Ramkova prohrama z nimetskoi movy profesiinoho spilkuvannia dlia vyshchlykh navchalnykh zakladiv Ukrainy, 2014).

The methodical interpretation of the principle of autonomous learning carried out by language teachers reveals its important essence for students, as it is the basis for independent lifelong learning and prepares for a quick response to possible professional challenges; in addition, highlights the conditions, structure and tactics of organizing the process of preparing students for further independent study (Ramkova prohrama z nimetskoi movy profesiinoho spilkuvannia dlia vyshchlykh navchalnykh zakladiv Ukrainy, 2014, p. 15-16).

In the methodology of foreign languages teaching, the problem of autonomous learning has become the subject of research in the context of organizing independent work of students for the formation of foreign language professional competence.

Thus, A. Tomashevskaya (Tomashevskaya, 2019) identified and experimentally proved the effectiveness of such didactic conditions for the development of higher education students' autonomy: determining the amount of educational material to master during independent work by a student; introduction of various types of independent work that involve communication in the form of monologue, dialogue or polylogue in pairs and groups; the use of learning tools such as reminders to help students to choose the right learning strategy, and diaries of independent work to monitor, control and regulate their own speech and non-speech behavior in situations of foreign language communication and design of subsequent learning activities. Extracurricular conditions of independent work provided an opportunity to carry it out at an individual pace, independently choosing the methods of self-control and self-examination.

To determine the optimal nature of management of students' independent learning activities by a teacher A. Tomashevskaya tested two options for control: "strict", one that provides clear regulation and verification of independent work by a teacher, and "relatively strict", under which students independently tested individual tasks according to the given keys and chose the scope of additional tasks. Therefore, the inefficiency of "rigid" management of the process of independent work of students was experimentally proved, instead, a conclusion has been made about the expediency of developing students' educational autonomy, starting with semi-autonomy.

The expediency of using different types of students' educational autonomy for the organization of independent work during the formation of foreign language professional competence was studied by A. Kotlovsky (Kotlovsky, 2017). According to the results of experimental research, it was proved that educational autonomy is formed gradually and in stages in accordance with the students' mastery of different kinds and types of independent work. Thus, at the initial introductory



stage of formation of foreign language professional competence, when during independent work in the classroom students perform assignments of a reproductive nature, the relative autonomy of students proved to be effective; students also needed relative autonomy at the stage of automation of skills during the performance of classroom reconstructive-variable independent work. At the final stage of experimental training, when students could independently perform search and creative tasks, the level of students' learning autonomy increased significantly and the researcher described it as semi-autonomous.

Thus, it was proved that classroom work under the guidance of a teacher is necessary for students if they are at the initial level of educational autonomy. The ability to manage their own learning activities develops gradually in the process of performing various types of independent work in close collaboration with the teacher. The ability to perform creative types of work independently and implement the tasks of educational projects testifies to the transition of the student to the next level of educational autonomy - semi-autonomy. Therefore, an important conclusion follows: independent work is a mandatory form of the process of forming foreign language professional competence and an important means of developing the educational autonomy of future professionals.

Thus, research on the organization of independent work of students for the formation of foreign language professional communicative competence proves that the evolution of students' learning autonomy depends on the effective organization of independent work. Therefore, another important functional direction in the course of a foreign language for professional communication has been outlined - to ensure the sustainable development of student learning autonomy.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

At the present stage of development of a foreign language teaching methods for professional communication, the content of the course is determined taking into account the competence and activity approaches. The logic of educational and professional activity for mastering the means of international communication for professional development of each and economic growth of Ukraine is revealed on the subject professionally oriented material. The structure of the content of training directs on realization of educational-cognitive, educational-professional and educational-research activity, formation of creative communicative professional activity and teaching the students a system of specialist values. The promising area of further work based on the performed research is the enrichment of general language didactics with innovative learning technologies developed in such a specific methodology as learning a foreign language for professional communication.

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