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THE CONTENT OF FOREIGN LANGUAGE TRAINING FOR NON-LINGUISTIC STUDENTS IN HIGHER EDUCATION IN THE CONTEXT OF CONTEMPORARY CHALLENGES

У статті розглядаються актуальні питання теорії та практики викладання загальної англійської мови, ділової іноземної мови (англійської) та іноземної мови професійного спрямування (англійської). Ці навчальні дисципліни базуються на вивченні основного лексичного та граматичного матеріалу, а також спеціалізованої термінології, спрямовані на забезпечення здобувачів вищої освіти немовних спеціальностей необхідними мовними компетенціями для майбутнього професійного використання.

Основні види навчальної діяльності здобувачів вищої освіти, визначені навчальною програмою, включають вивчення базової термінології шляхом аналізу як оригінальних, так і адаптованих англійськомовних текстів; розвиток навичок читання, розуміння та перекладу; а також підвищення комунікативних компетенцій у рамках професійно релевантних тем. Автори розглядають сучасні підходи до викладання та етапи формування навичок у цьому контексті. Основною метою навчання є розвиток компетенцій здобувачів вищої освіти в професійному спілкуванні, здатність отримувати доступ до актуальної спеціалізованої інформації як з вітчизняних, так і з міжнародних джерел, проводити презентації з професійних тем та за результатами власних досліджень у межах, визначених їхніми професійними потребами. Навчання також має на меті підготувати здобувачів вищої освіти до розв'язання професійних завдань, вирішення ситуацій, пов'язаних з роботою, та управління потенційними викликами в їх майбутній кар'єрі.

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Для покращення якості вищої освіти та сприяння залученню здобувачів вищої освіти до навчального процесу інтегровано активні методи навчання. Це, зокрема рольові ігри, ділові та симуляційні ігри, проектне навчання, метод тематичних досліджень, студентські презентації, дискусії, методи фасилітації та колаборативного навчання, дебати, онлайн-дослідження, розмовні клуби та вебінари з бізнес-фахівцями.

У статті окреслено вимоги до розробки навчальних програм та підручників, систематизовано ключові проблеми, з якими стикаються викладачі під час розробки навчальних програм, а також надано практичні рекомендації щодо створення навчально-методичних комплексів для таких академічних курсів, як іноземна мова, іноземна мова для бізнесу та іноземна мова професійного спрямування, адаптованих для здобувачів вищої освіти нелінгвістичних спеціальностей.

Отже, розробка та впровадження освітніх програм кафедрою враховує специфічні особливості як внутрішнього, так і міжнародного ринків праці, а також потреби та запити здобувачів вищої освіти. Навчання підтримується структурно логічною послідовністю дисциплін, що забезпечує наступність зі змістом, засвоєним у раніше вивчених курсах.

Ключові слова: іноземна мова, ділова іноземна мова (англійська), іноземна мова професійного спрямування (англійська), здобувач вищої освіти, розвиток навичок, підручник, мотивація.

Problem statement. The gradual integration of Ukraine into the European higher education area, characterized by a high level of mobility, transparency, cooperation, and internationalization, dictates new requirements for the training of future professionals in business degree specializations. This involves an emphasis on understanding global business communication in a multicultural environment, based on tolerance, mutual respect, and the fostering of continuous development. In this context, acquiring the necessary knowledge and skills for effective communication in various business spheres – with a clear understanding of the role of English as a lingua franca in the global business context – becomes one of the priority aspects during professional training within the framework of business-oriented education.

Carefully selected instructional materials are essential for the effective teaching of a foreign language to non-linguistic students. A textbook or teaching aid tailored to the needs of a specific field ensures a targeted focus on domain-specific vocabulary and terminology. A general English course often does not cover the specialized words and expressions required for effective professional communication or comprehension of technical literature. The use of textbooks developed for particular disciplines enables learners to acquire precisely the language units they will encounter and use in their future professional environment.

Moreover, such specialized textbooks or teaching materials frequently incorporate authentic content, such as journal articles, excerpts from professional reports, case studies, or manuals. This exposes students to the real-life linguistic environment of their future profession, contributing to a deeper understanding of the professional context and enhancing their ability to work with specialized texts.

Thus, selecting a specialized English textbook represents an investment in students' professional development, providing them with essential linguistic tools for effective performance in their chosen field.

The foreign language course is a mandatory component of professional training for future specialists at Alfred Nobel University. Its ultimate goal is to ensure that students acquire language and communicative competences that enable them to address professional tasks using English. The Department of Foreign Languages works with students of non-linguistic majors who study English across eight semesters at the undergraduate level and during two semesters at the graduate (Master's) level.

Analysis of recent research and publications. Identification of previously unresolved aspects of the general problem. The authors of this article have previously devoted considerable attention to the use of YouTube and Telegram channels as didactic tools in foreign language instruction. [Блинова, Кирилова, Долженко, 2023; Блинова, Кирилова, Мединська, Михайлова, 2023; Blynova, Medynska, Voloboieva, 2024; Kyrylova, Blynova, Pavlenko, 2023; Blynova, Bepalova, Voloboieva, 2024].

Despite their modernity, ease of use, and popularity among students, such supplementary resources are not capable of providing deep and systematic knowledge. They can be used only

in a fragmented manner or as optional materials for students to extend and reinforce the knowledge acquired through core instruction. Therefore, the issue of a primary textbook or teaching manual that addresses specific professional needs remains highly relevant.

The theory and practice of teaching Business English and English for Specific Purposes (ESP) have been the focus of numerous scholars and practitioners. One such contribution is the work by R. Hryshkova, who developed a teaching manual dedicated to the methodology of ESP instruction [Гришкова, 2015].

Kamila Khasanova “analyses the peculiarities of descriptive method, comparative-historical method and the role of linguodidactics in teaching foreign language at non-linguistic universities” [Khasanova, Babadjanova, Isanova, 2020, p. 167]. Researchers emphasize: “The introduction of the concept of competence in the educational process eliminates the gap between the theoretical knowledge that has hitherto been used in teaching practice and its practical application, that is, when the student has theoretical knowledge, it is difficult to use it in problematic situations. So, instead of the “knowledge paradigm” that prevails in traditional education, the “appropriate use of knowledge in problem situations” paradigm prevails” [Khasanova, Babadjanova, Isanova, 2020, p. 167].

Analysing contemporary approaches to teaching foreign languages for professional purposes, Olena Karpova proposes several modern strategies for instruction in non-linguistic higher education institutions. Particular emphasis is placed on integrating traditional and innovative methodologies with the use of ICT tools. In her article, O. Karpova differentiates between the concepts of *cooperative* and *collaborative* learning, offering a definition of collaborative foreign language learning. Among the forms and methods of collaborative learning in foreign language instruction, she highlights techniques such as interviews, round-table discussions, focus lists, surveys and questionnaires, paired article annotation, role-plays, problem-solving tasks, and the Jigsaw method, among others [Карпова, 2016, p. 179].

O. Matviyas argues that “rather than studying a language as an abstract system, the emphasis is placed on enabling students to communicate effectively in real-life situations. Overall, English language teaching methodology at higher education institutions is evolving and adapting to the demands of the present day in order to ensure high-quality and effective language training for future professionals” [Матвіяс, 2023, с. 84].

Researchers at Alfred Nobel University have also paid significant attention to the specifics of teaching Business English and English for Specific Purposes, for example, S. Kozhushko and O. Tarnopolskyi [Tarnopolsky, 2010; Tarnopolsky, Kozhushko, 2012]. In order to improve the quality of higher education and increase student engagement in the educational process, the authors have developed and implemented methods of interactive and cooperative learning, the project-based method of the “Continuous Business Game”, and case-based learning techniques. Despite the considerable variety of existing English-language textbooks for teaching Business English and English for Specific Purposes – such as *Market Leader*, *Business Result*, *Intelligent Business*, *Business Partner*, *In Company*, *Benchmark*, *International Tourism*, and *Career Paths* – which are effectively used in the learning process, the issue of developing foreign language textbooks that take into account the varying levels of students’ language proficiency and their professional interests remains relevant.

The purpose of the article is to systematize the range of issues and challenges faced by instructors in the development of course syllabi and to provide practical recommendations based on the experience of the Department of Foreign Languages in fostering competencies, skills, and abilities among students of non-linguistic specialties in such courses as *Foreign Language for Business* and *Foreign Language for Professional Purposes*.

Research methods. The analysis of sources on the research topic allowed for an understanding of the state of the field, as well as the key directions of national and international studies in the teaching of *Foreign Language for Business* and *Foreign Language for Professional Purposes*. The descriptive method enabled a generalization of the experience gained in the course of the study. The method of synthesizing the collected data contributed to the formulation of the research concept and its implementation.

Scientific novelty. The novelty of the study lies in the authors’ attempt to present the experience of the Department of Foreign Languages in shaping the competencies of students of non-

linguistic specialties through the study of such academic courses as *Foreign Language*, *Foreign Language for Business* and *Foreign Language for Professional Purposes*.

Presentation of the main material. The development and implementation of educational programs at the department are carried out with due consideration of the characteristics of the national and regional labour market, the needs and demands of stakeholders, and are supported by a structurally logical scheme for studying the disciplines and their sequence in accordance with the content acquired in previously studied courses.

At present, the teaching staff of the department provide foreign language training to students of a wide range of business degree specializations, including *Management*, *Marketing*, *International Economic Relations*, *Tourism*, *Hotel and Restaurant Business*, *E-Commerce*, and *Finance and Banking*.

The primary aim of training is to develop the necessary competencies in the areas of professional communication to be able to acquire up-to-date specialized information from both foreign and domestic sources, deliver presentations on professional topics and the results of their own research within the scope defined by their professional needs, as well as prepare students to solve professional tasks and situations, including potential challenges that may arise in their future careers.

Faculty members of the department continue to design and apply innovative and original teaching methods, including:

- English-language creative workshops using information technologies;
- the *Continuous Business Game* methodology;
- the application of online whiteboards for extracurricular and individual work;
- the use of video materials from various platforms followed by discussion;
- the implementation of active problem-based learning and exploratory analysis;
- role-playing, business and simulation games; project-based learning (both group and individual projects); student presentations, discussions, case study method, facilitation and collaborative learning techniques, debates, and internet research;
- exclusive webinars and masterclasses for students with the participation of guest speakers who are experienced practitioners in diverse business directions.

In addition, the department's teaching staff are actively developing study guides to prepare students for the qualification exam in Business English.

Various instructional methods are employed in the teaching process, including dialogues, instructional discussions, multimedia demonstrations, working with test items, small-group collaboration, pair work for solving problem-based tasks, assignments aimed at developing communication skills, exercises for mastering vocabulary and grammar, listening to audio recordings and watching video excerpts in English, project work, and presenting research outcomes.

Students also receive training during practical language classes to prepare for English language proficiency examinations [Medynska, Bepalova, Herchenova, 2021; Yakovleva, Myasoid, Bepalova, Medynska, Hrechuhina, 2021]. The department continuously enhances the forms and methods of instruction, task types, and strategies for preparing students for the *Unified Entrance Exam in English* for admission to Master's degree programs. Particular attention is paid to the development of task types and preparation strategies for the *"Use of English"* and *"Reading"* sections of the exam, including analysis of multiple-choice task-solving algorithms.

The preparatory course is designed to revise and systematize the knowledge and skills acquired during the foreign language curriculum. It enables students to thoroughly review the topics specified by the syllabus, structure and consolidate their knowledge, address the most challenging content areas, and adapt to the online test format. The demo versions of the exam tasks developed by the instructors help students understand the structure of the test, gain preliminary practice, cover all task types provided by the exam program, and analyse common mistakes. The practice exercises aim to review theoretical material and focus on eliminating typical errors.

The department actively engages students in various extracurricular initiatives, including participation in the *"Share & Care"* speaking club, the *"TED Talks Club"*, the *Case Battle* competition, the English Language Olympiad, and other contests and events conducted in a foreign language. These activities aim to foster leadership and entrepreneurial qualities, as well as to develop communication and creative skills among higher education students.

Faculty members also encourage students to participate in research activities and student scientific-practical conferences, both within the university and beyond. This includes the preparation and publication of abstracts or full articles in a foreign language. Furthermore, they provide linguistic support and consultation for students of various majors in preparing documentation for academic mobility programs, international project involvement, and other initiatives.

Foreign Language for Business and *Foreign Language for Professional Purposes* are taught to students at the Bachelor's level. The aim of the course is to master English for both general and professional needs at the B1(+)-B2 level. The content includes vocabulary, grammar, and phonetics of the English language within the following usage domains: *General English*, *Business English*, and *English for Professional Purposes*.

The content of instruction is distributed across specific levels corresponding to each academic year:

- **Year 1** – *General English*,
- **Year 2 and 3** – *Business English*,
- **Year 4** – *English for Professional Purposes*.

The aim of the *Foreign Language* course is to develop students' knowledge, skills, and competences at the B1(+)-B2 level. This is achieved through the following objectives:

– *Practical*: to develop general and professionally oriented communicative language competences (linguistic, sociolinguistic, and pragmatic) in order to ensure effective communication in academic and professional environments.

– *Educational*: to develop general competences (declarative knowledge, abilities, skills, existential competence, and learning-to-learn ability); to promote students' self-assessment skills and capacity for autonomous learning, which will enable them to continue their education in both academic and professional contexts during their studies and after graduation.

– *Cognitive*: to engage students in academic activities that stimulate and further develop the full range of their cognitive abilities.

– *Developmental*: to assist students in building general competences aimed at fostering their personal motivation (values, ideals); to strengthen students' confidence as language users and promote a positive attitude toward language learning.

– *Social*: to facilitate the development of critical self-awareness and the ability to communicate and contribute meaningfully to a constantly evolving international environment.

– *Sociocultural*: to achieve a broad understanding of significant and diverse international sociocultural issues in order to act appropriately within the cultural diversity of professional and academic contexts.

The course is based on a set of linguistic, speech, and sociocultural knowledge, skills, and abilities acquired by students during English language studies at secondary schools, as well as on the professional competencies outlined in the educational qualification characteristics and the educational and professional training program for Bachelor's degree students at higher educational institutions.

Upon completion of the course, bachelor-level students will be able to:

– understand the main ideas and identify relevant information during negotiations, debates, and lectures related to their studies and field of training;

– comprehend the general content and most key details in authentic television programs related to academic and professional spheres;

– understand authentic texts related to their studies and field of training, including textbooks, newspapers, general and specialized magazines, and online sources.

– understand the author's intent in original texts and the communicative implications of statements (e.g., memos, letters, reports);

– respond appropriately to main ideas and recognize essential information during detailed discussions, debates, formal negotiations, lectures, and conversations related to academic and professional matters;

– actively participate in typical social, academic, and professional situations, defending the interests of a company, state, or personal position;

– describe, compare, and analyse social, economic, and cultural events and phenomena, presenting arguments and using professional terminology;

- conduct business conversations with foreign partners, and confidently defend their point of view in professional communication situations (e.g., meetings and briefings);
- compose various types of business correspondence, write abstracts, summarize foreign-language sources, draft agreements, and write reports, selecting the most appropriate narrative style for each document type;
- express personal opinions in written form, engage in correspondence, and prepare managerial decisions in writing;
- practise dialogues on everyday topics during informal meetings.

The current module assessment is carried out by calculating the points earned by students for in-class and extracurricular activities, performance in tasks assessing dialogic and/or monologic speaking skills, and the results of module tests. The assessment materials are designed to measure the level of students' skills and competencies in all four types of language activity, as well as their mastery of language and speech content.

Throughout the course, the main focus is placed on developing students' professionally oriented communicative competence in the field of specialized business communication. This communicative competence involves the use of a foreign (English) language in the most likely social and communicative roles of a professional during their occupational activities.

Assessment is conducted twice per semester (module tests) and aims to evaluate students' skills and competencies as well as to adjust the instructor's teaching strategies.

1. Written completion of tests assessing current knowledge (vocabulary and grammar, reading and listening).

2. Writing a business letter or an essay (180–200 words).

The final examination in the Foreign Language for Professional Purposes course is taken in the 8th semester and includes the following tasks:

1. Presentation of the results of an individual field-specific research project.

2. Use of English, reading and listening testing in the relevant professional field.

3. Written expression of personal ideas on a proposed professional topic (word count: 180–200 words).

4. Conversation based on professionally oriented situations.

As part of the exam preparation, students individually prepare answers to questions related to their field of study; select, organize, format, and prepare oral presentations based on the results of their internship or individual research; compose various types of business letters included in the exam; and develop skills in summarizing academic and newspaper articles in the foreign language. The students receive consultations from the teachers regarding the tasks assigned for individual work as well.

The faculty members have developed assessment criteria for students based on their participation in discussions / problem-solving situations, writing business letters / essays, presenting research project results using multimedia, and completing module tests. The assessment criteria and course policies are included in the syllabi of all the subjects taught.

The preparation of students in the Foreign Language for Business course aims at achieving a level of independent use of Business English (B2+). Throughout the course, emphasis is placed on the development of professionally oriented communicative competence in the field of specialized business communication. Students develop and improve the following skills and abilities:

– Speaking skills:

– fluent communication, both dialogic and monologic, in various situations reflecting the specialized topics of the chosen field of study;

– mastery of both oral monologic and dialogic speech within the framework of general education, socio-political, general economic, and professional topics;

– oral summarization of socio-political and economic literature in a foreign language;

– the development of verbal and non-verbal skills necessary for successfully conducting presentations, with prior familiarization with the requirements, evaluation criteria, and linguistic features of presenting material on professional topics.

– Listening skills: the development of communicative competence in listening, based on Business English contexts; fluent comprehension of foreign speech delivered at a normal pace, on specialized topics.

- Reading skills:
 - the development of communicative competence in reading, based on Business English contexts;
 - **fluent, detailed understanding in the modes of skimming, scanning, studying, and searching** reading of original English texts of an economic nature of medium and high difficulty, related to socio-political, general economic, and professional topics;
 - summarization of socio-political and economic literature in the foreign language.
- Writing skills: the development and improvement of skills in writing business emails, reports, and minutes in English. Necessary skills and abilities are practised, with particular attention given to the structure of written communication, the use of linguistic clichés, and certain grammatical structures.

In the socio-cultural domain, attention is given to verbal stereotypes and realities, the mastery of which is necessary for conducting business communication in accordance with the norms accepted in the foreign language speech and cultural community to regulate business relations.

The content of individual work is determined in the syllabus, which is an appendix to the work programme and varies depending on the course and the level of proficiency in the foreign language, the type of tasks, forms of control, etc. Individual work for students involves preparation for practical classes, selecting and processing additional materials to acquire new knowledge, skills, and competencies in the foreign language for the profession, and completing individual research tasks.

In the second year, students' individual work consists of completing projects based on the tasks in the core textbook and performing systematic individual and group work both inside and outside the classroom.

In the third year, case studies from the core textbooks are proposed for individual analysis, which are reviewed after completing each topic. To enhance the language skills and abilities of students studying the foreign language, materials for individual work from the textbook are provided. The reporting format includes assignments and tests, which are attached to the text collection.

During individual out-of-class work, students are tasked with developing their own learning strategies and mastering the ability to learn, which they can apply in their work on other subjects.

Thus, over the years of the department's existence, specialists have published a series of textbooks for various specialities [Homola, Bespalova, 2019; Medynska, Bespalova, Herchenova, 2021; Tarnopolsky, Kozhushko, Myasoid, Bespalova, Medynska, 2018; Yakovleva, Myasoid, Bespalova, Medynska, Hrechuhina, 2021].

However, the university, which has always kept up-to-date in regard of relevant specializations, continually opens new educational programs and abandons those that have lost demand in the labour market. Therefore, the issue of creating and publishing up-to-date textbooks, manuals, and methodological recommendations remains pressing. Specialized teaching aids and materials tailored to the needs of a specific educational program take into account the communicative needs of professionals in a particular field as accurately as possible. The use of relevant textbooks or manuals is aimed at increasing students' motivation. When there is an obvious direct connection between learning English and a future career, students' interest in studying increases, as does their understanding of the practical value of the knowledge they acquire.

Conclusions. In order to improve the quality of higher education and enhance students' engagement in the learning process, active teaching methods are being implemented in the educational sphere. Throughout the academic year, the department's instructors have employed role-playing, business, and simulation games, the project-based method (both group and individual projects), student presentations, discussions, case study method, facilitation and collaborative learning techniques, debates, Internet search, meetings and master classes with practitioners from various business domains.

In accordance with the requirements of the foreign language learning concept adopted by Alfred Nobel University, and aimed at the targeted, high-quality preparation of students for professional activities, the Department of Foreign Languages has developed several educational and methodical complexes for various courses. Based on these complexes, textbooks have been cre-

ated for the study of Foreign Language for Business and Foreign Language for Professional Purposes.

These textbooks, both in structure and methodological approaches, possess practical value and serve as a sound platform for students' individual work. They can contribute to optimizing students' preparation and be further utilized in the educational process.

The textbooks are adapted to the requirements of the curriculum in the system of higher education and will undoubtedly promote deeper mastery of the material and the systematization of knowledge. The practical content, developed with consideration of current methodological approaches, along with the thoughtfulness and optimal structure, makes these textbooks conceptually coherent.

The main aim of the textbook is to provide methodological support to students during both individual and in-class work, facilitate a better understanding of theoretical material, systematize and reinforce acquired knowledge, and ensure adequate comprehension of new vocabulary.

Prospects for further development in this area include the creation of new textbooks for the study of foreign language courses incorporating innovative teaching methods.

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THE CONTENT OF FOREIGN LANGUAGE TRAINING FOR NON-LINGUISTIC STUDENTS IN HIGHER EDUCATION IN THE CONTEXT OF CONTEMPORARY CHALLENGES

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Keywords: *foreign language, Business English, English for Professional Purposes, student, skills development, textbook, motivation*

This article addresses current issues in the theory and practice of teaching General English, Business English and English for Professional Purposes. These academic disciplines are based on the study of core lexical and grammatical material, as well as specialized terminology, aimed at equipping students of non-linguistic majors with the necessary language competencies for future professional use.

*The **purpose** of this article is to systematize a range of issues and challenges faced by instructors when developing course syllabi, and to offer practical recommendations based on the experience of the Department of Foreign Languages in designing educational and methodological frameworks for such disciplines as Foreign Language, Foreign Language for Business and Foreign Language for Professional Purposes targeted at students of non-linguistic specialties.*

Methodology. *The analysis of relevant academic sources helped assess the current state of research on the topic and identify the main directions of domestic and international studies in the field of teaching General English, Business English and English for Professional Purposes. The descriptive method enabled the generalization of findings collected during the research process, while the synthesis of the obtained data contributed to the development and implementation of the study's conceptual framework.*

The main types of student learning activities, as defined by the curriculum, include the study of basic terminology through the analysis of both original and adapted English-language texts; the development of reading, comprehension, and translation skills; and the enhancement of communicative competencies within the scope of professionally relevant topics. The authors examine current teaching approaches and the stages of skill formation in this context.

The primary objective of instruction is to develop learners' competencies in professional communication, the ability to access up-to-date specialized information from both domestic and international sources, to deliver presentations on professional topics and on the results of their own research, within a framework defined by their occupational needs. Training also aims to prepare students to address professional tasks, solve job-related situations, and manage potential challenges in their future careers.

To improve the quality of higher education and foster learners' engagement, active teaching methods have been integrated into the educational process. Faculty members have employed a variety of instructional techniques, including role-plays, business and simulation games, project-based learning (in both group and individual formats), case study method, student presentations, discussions, facilitation and collaborative learning techniques, debates, online research, speaking clubs and workshops with business professionals.

The paper outlines the requirements for designing curricula and textbooks, systematizes the key issues faced by instructors in developing syllabi, and provides practical recommendations for the creation of educational and methodological complexes for such academic courses as Foreign Language, Foreign Language for Business and Foreign Language for Professional Purposes tailored to students of non-linguistic majors.

Conclusions. *Thus, the development and implementation of educational programs by the department consider the specific characteristics of both domestic and international labour markets, as well as the needs and demands of students. Instruction is supported by a structurally logical sequence of disciplines, ensuring continuity with the content acquired in previously studied courses.*

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