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ESP TEACHERS METHODOLOGICAL COMPETENCE IMPROVEMENT MAIN ASPECTS

Abstract. The article is devoted to the study of methodological competence aspects for ESP teachers at a higher education institution of Ukraine – National University "Yuri Kondratyuk Poltava Polytechnic". Its problems involve requirements analysis for methodological professional training and the target, content, organizational aspects of its implementation. Achieving this goal involved the use of research methods set, namely: analysis and synthesis of scientific literature, which enable us to determine formation of methodological competence formation main aspects for ESP teachers, the current state of the problem under study analysis, psychological and pedagogical literature conceptual provisions, result systematization and theoretical analysis. As a result of the study, methodological training aspects for ESP teachers, which involve ESP knowledge in patterns and mechanisms, understanding methodological approaches to its teaching, operating with technologies for the formation of foreign language

communicative skills, etc. It is considered the requirements for the level of development the methodological competence of ESP teachers, communicative interaction aspects for the participants in the educational process within the professional environment. It was emphasized that components the development methodological competence involves the successful students' professional and communicative competence formation. The study focused on the motivational factor of studying a foreign language, emphasizing the importance of involving students in active learning and developing interest in a foreign language through the creation of authentic situations, such forms usage as pair work, small group work, project tasks, etc. It was emphasized that the combination of studying a foreign language for professional purposes with mastering professionally-oriented disciplines is fundamental, therefore, teaching specialized vocabulary is one of the main components for each ESP lesson. As the main goal of such lessons is to develop the ability to use a specialized language in a professional environment. In general, the importance of developing students' communicative and professional competence and the need for them to study foreign languages in this context is substantiated.

Keywords: methodological competence; communicative competence; professional foreign language; foreign language teacher; professional environment.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. Today, the study of a foreign language for professional purposes is acquiring a qualitatively new meaning. On the one hand, globalization and humanization processes in professional education are reforming the educational process in higher education institutions. On the other hand, students are considered as a whole, without taking into account their psychological characteristics, motivation and experience in studying a foreign language.

Today, the priorities are the information and communication and educational and professional space, the intensification of migration processes, the increase in international relations and academic mobility in the youth environment. It is obvious that students strive for successful employment in organizations, enterprises, firms or in production after graduating from university with demand not only as a specialist in their field, but also as a specialist with knowledge of a foreign language.

Depending on the type of educational program and curriculum of general or vocational education, studying a foreign language may correspond to the general objectives of the subject "Foreign Language" within the framework of the subject "Foreign Language for Professional Purposes", which is aimed at students mastering the language of professional communication by achieving the following results: using the basic vocabulary of a foreign language with a special emphasis on vocabulary, terminology, understanding simple oral expressions, writing simple written texts, the ability to produce short, simple, coherent and logical oral and written expressions necessary for performing professional tasks, participating in typical communicative situations related to the performance of professional tasks.

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. Only briefly cited provisions of the curricula define the status of a foreign language for professional purposes in different ways, indicating the context and purpose of its use, the level of language proficiency (including in relation to the implemented types of speech activity) and offer a choice of different means to achieve the goals. Given the diversity of the specifics of teaching a professional foreign language, as well as the great diversification of the goals, needs and opportunities of language education in this area, the problem of methodological competence of teachers cannot remain without the attention of scientists, methodologists, didactics, in particular, O. Alexander [1], G. Ferguson [2], D. Hall [3], R. Jordan [4], P. Master [5], [6] and others broadly define the sphere of competence of a professional foreign language teacher.

The concept of methodological competence is also at the center of research by domestic scientists (V. Adolf, N. Bibik, L. Vashchenko, T. Sorochnan, T. Rudenko and others). The problems of teaching a foreign language for professional purposes are also highlighted in the publications of the authors: O. Bykonya, V. Borshchovetska, T. Korzh, T. Korol, L. Lichko, I. Melnyk, O. Petrashchuk, O. Polyakov, V. Sokolov and others.

A high level of foreign language knowledge should be accompanied by skills in the field of teaching in accordance with professional language didactics, minimum professional sphere background and foreign language functioning knowledge in this field are required. At the same time, an analysis of scientific literature indicates that the problem of developing methodological competence of teachers of a professional foreign language is insufficiently studied.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The ***purpose*** of the study is to describe methodological competence development for ESP (ESP – English for Specific Purposes) teachers in connection with communicative and professional competence formation for non-language specialisms. The description is based on a qualitative analysis of the curricula proposed and implemented in 2023–2024 at the National University "Yuriy Kondratyuk Poltava Polytechnic". While considering the issue of teaching a foreign language for a professional purposes, it is necessary to take into account the subject peculiarities being taught, as well as the teacher's competencies, which are necessary for the teaching process to be effective and the student to achieve the desired goals, both communicative and professional.

In accordance with the stated goal, the following ***tasks*** are set in the article: to analyze the specifics and modern conceptual approaches to improving the methodological competence of ESP teacher, as well as to the concept of a foreign language for professional purposes in general; to consider the general goals of professional training and the role of a foreign language in this process; to clarify educational programs general target in terms of students' communicative and professional competencies formation.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

The methodological competence of an ESP teacher is closely related to the diverse nature of the roles that the teacher takes on and the tasks that are performed during language classes preparation and delivery. These tasks may include, among others, developing a course concept and program, creating an appropriate schedule for the group, writing teaching materials, collaborating with specialists, conducting own research, as well as evaluating classes, materials or students' learning progress T. Dudley-Evans and St. John [7], D. Belcher [8], L. Woodrow [9]. Therefore, it is important at the stage of training future foreign language teachers to take into account the possibility of forming specific competencies, the quality and effectiveness of the teaching process depend on.

In accordance with the standards for training ESP teachers, didactic preparation for teaching a subject or conducting classes is provided. The repertoire of questions available in the course programs also includes formulations indicating the inclusion in the course program of content related to teaching a language for professional purposes, for example, "teaching a foreign language for professional purposes, for example", "teaching a professional language (languages)", "teaching languages for professional needs", "English for special purposes", etc.

The general goal of professionally oriented education and the role of a foreign language in this process. The main goal of professionally oriented education is to prepare students for life in the modern world, for successful professional activity in a changing labor market. Fulfilling the tasks, National University “Yuriy Kondratyuk Poltava Polytechnic” teaching staff takes into account changes in the economic and social environment under the influence of knowledge-based technologies development; globalization; the growing role of innovations; geographical and professional mobility of specialists; increasing employers' requirements for the knowledge and skills of employees, in particular language training.

The training program of a professional language emphasizes the integration and interconnection of general and professional education, therefore, when teaching a foreign language, teachers also address important general educational goals:

- oral and written communication skills;
- formulating one's own thoughts;
- reading with understanding of texts;
- using scientific knowledge to solve problems;
- using modern information and communication technologies;
- searching and critical analysis of information;
- the ability to work in a team.

Therefore, a student who completes the first (Bachelor's) level of higher education must have knowledge (facts, principles, theories and practices) and the ability to use the acquired knowledge in practice (to communicate in a foreign language); demonstrate an attitude (responsibility, cognitive curiosity, respect for one's own culture and tolerance for the culture of other peoples).

Since the ability to communicate in foreign languages is one of the most important program outcomes listed in educational programs, it is important to adapt classes to the students' current level of foreign language, taking into account the individual educational and career trajectory of each student, in accordance with his needs and potential, opportunities to improve his professional qualifications. Based on this, the main goal of teaching a professional foreign language is the formation and development of communicative and professional competencies for the implementation of professional tasks in a foreign language, which involves knowledge of the vocabulary necessary for the analysis, interpretation and formulation of statements for the purpose of communication in a professional environment.

The general goal of educational programs is to form and develop communicative competence in English in order to be able to communicate in professional situations. This includes, among other things, knowledge of language norms, including the rules of polite communication with communication partners, i.e. the choice of appropriate language forms depending on the status or role of the interlocutors, the communication situation (formal / informal), etc. [10].

An important aspect of classes in a professional foreign language is integration and correlation with professional disciplines. Specialized knowledge and terminology are the basis in the process of mastering a professional foreign language. Cross-curricular integration allows you to attract information from other disciplines and contributes to its consolidation, and most importantly – demonstrates to students the communicative potential of the English language and its importance in future professional life.

Students have the opportunity to use a foreign language as it happens in the real world, where language is a tool for authentic communication, and not just an end in itself. Understanding the importance and necessity of English language knowledge, in turn, contributes to increasing students' motivation, since English is often the main communication tool in our time, it is often the key to a career not only abroad, but also in their native country, in particular Ukraine.

Therefore, it can be assumed that students will have at least instrumental motivation. However, taking into account professional and geographical mobility, that is, staying in other countries due to professional circumstances, it is worth supporting the development of integrative motivation. A person with this type of motivation studies a foreign language not so much for instrumental reasons (for example, to take a course or get a higher position), but in order to communicate with other native speakers and gain new knowledge about the way of life and culture of the country whose language is being studied. Another important feature of a modern specialist will be associated with integrative motivation – intercultural competence [11, p. 31].

In order to achieve professional success in the modern labor market, an employee of a transnational corporation in Ukraine, a builder in the British Isles or a soldier in a foreign mission must respect the traditions and culture of their people, but at the same time be open and able to adapt to the customs and traditions of other countries. Language learning, and especially the emphasis on communicative and situational aspects, is an excellent opportunity to develop intercultural competence.

In the process of teaching professional disciplines, including a professional foreign language, it is important to realize that the knowledge obtained in higher education is only the basis for further development of the individual. Systematic

training in strategies is necessary, that is, within the framework of a foreign language – methods of teaching various skills and components (reading, listening, reading comprehension, listening comprehension).

In addition, knowledge of learning strategies will contribute to individualization, which is so important for professional education. It will provide the student with the opportunity to choose methods that are suitable, and will also help to assess learning needs, progress and shortcomings, which is a necessary condition for any self-development. Thus, educational programs set goals in accordance with the basic curriculum of professional oriented education, with a special emphasis on communicative competence development in a foreign language, motivation and independence in learning through strategic learning. It is assumed that the integration of English classes with professional disciplines will have a positive impact on communicative skills development and motivation of students.

As already mentioned, the ultimate goal of learning English in professional oriented education is the knowledge of language tools in order to form the ability to communicate in a professional environment. The specific skills listed below have been divided into basic and intermediate levels.

Listening

Basic level is listening comprehension of simple, typical statements related to professional activities (e.g., discussion of work issues with colleagues, instructions, announcements, messages), in particular:

- understanding the teacher's instructions;
- finding specific information in the text;
- understanding the general content and main idea of the text and its parts;
- determining the context of the text (e.g., time, place, participants and their roles);
- understanding the author's intention of the text;
- distinguishing between formal and informal communication styles.

Intermediate level is listening comprehension of texts of various forms and lengths (e.g., radio and television programs, discussions, interviews) in various listening situations. Skills include the requirements provided for the basic level.

Reading

Basic level is understanding simple written expressions and texts related to professional activities (e.g., instructions for devices, labels on packages, letters, information brochures, advertising leaflets, folders, brochures, catalogs), in particular:

- searching for specific information in the text;
- understanding the general content and main idea of the text and its parts;
- determining the context (e.g., sender, recipient, form of the text);
- understanding the author's intention of the text;
- recognizing connections between different parts of the text;
- distinguishing between formal and informal text styles.

Intermediate level – understanding written expressions of various forms and volumes (e.g., articles in professional publications, professional documentation). Skills include the requirements provided for the basic level.

Conversation

Basic level is creating short, simple oral statements and responding in typical communicative situations related to professional activities, in particular:

- describing work activities, work processes, their participants (contractors and customers), objects and places related to them;
- communicating with colleagues in a professional environment;
- providing information about services and related procedures;
- reporting on work processes, stating facts from the past and present;
- presenting the opinion of colleagues and clients (for example, about a service), expressing and justifying one's own opinion;
- presenting a service offer, its advantages and disadvantages;
- accepting orders for a service;
- explaining how to use simple equipment;
- using a formal or informal style depending on the situation and participants;
- introducing oneself, one's qualifications, experience and professional expectations (for example, at an interview);
- starting, conducting and ending a conversation related to professional activities, using polite expressions;
- conducting simple negotiations (for example, with a client about the scope of services);
- offering, accepting and rejecting an offer;
- requesting permission, consent and refusing permission;
- expressing an opinion, intention, preference; asking for the preferences and wishes of others; consent, objection;
- requesting advice, giving advice;
- expressing a request, gratitude and consent or refusal to fulfill a request;

- expressing a complaint/apology;
- asking for repetition or clarification.

Intermediate level is expressing oneself clearly and understandably, responding orally freely in a variety of complex communicative situations related to professional activities. Skills include the requirements specified for the basic level and:

- more complex explanation of how to operate equipment and procedures (e.g. working with instruments);
- logically present arguments and substantiate opinions (e.g., regarding the cause of failure, the procedure for completing a task);
- negotiate in difficult situations (making and receiving complaints);
- active participation in discussions, meetings, conferences, including the formulation of lengthy statements on professional topics;
- reasoning about the causes and consequences of an event (e.g., accidents).

Writing

Basic level is creating short, simple, understandable statements writing simple text on professional topics (e.g., email, message, simple official letter, resume, job application):

- professional activities description, work processes, participants (contractors and clients) objects and places associated with them;
- reporting on work processes, presentation of a report on work processes, presentation of facts from the past and present;
- presenting the opinions of colleagues and clients (for example, about a service), expressing and justifying one's own opinion;
- presenting the service offer, its advantages and disadvantages;
- explaining how to use simple equipment;
- providing information about services and works and related procedures;
- accepting an order for a service;
- applying constructing texts rules;
- using a formal or informal style depending on the situation;
- presenting oneself, one's qualifications, experience and professional expectations;
- conducting simple negotiations (for example, with a client about the scope of services);
- offering, accepting and rejecting an offer;
- requesting permission;

- expressing an opinion, intention, preference; asking for the preferences and wishes of others; agreeing, objecting;
- asking for advice, giving advice;
- expressing a request, thanking and agreeing or refusing to fulfill a request;
- expressing a complaint/apology; accepting an apology.

Intermediate level is producing longer, more complex and coherent texts in terms of content, responding in the form of a complex text (for example, service offers, professional documentation, report, protocol). The skills include the requirements specified for the basic level and:

- explain how to handle more complex equipment and procedures (e.g. how to handle formalities in institutions);
- logically present arguments and justifications present arguments and justify opinions (e.g. regarding the cause of failure, the procedure for completing a task);
- negotiate in difficult situations (e.g. making and receiving complaints);
- respond to the opinions, accusations, complaints and claims of others;
- reflect on the causes and consequences of events (e.g. failures).

In addition, it is important to pay attention to following skills formation:

- the ability to use specialized vocabulary and other materials in English (e.g. when completing projects) and information and communication technologies;
- develop the ability to self-assess one's own progress, recognize one's own mistakes and the mistakes of others, carry out self-correction and mutual assessment;
- further develop independence through the use of various language learning strategies.

The idea of teaching a foreign language (ESP – English for Specific Purposes) arises from the specific needs of students, so it is advisable to carry out a systematic analysis of their needs, for example, a questionnaire before the start of the course for diagnostics and during the course for updating information, cooperation with teachers of professional disciplines and general English.

Given the tasks set by the curriculum, the optimal form of work in the lesson is pair work. This not only ensures interaction close to authentic, but also allows a larger number of students to take an active part in communication. Acting out dialogues, previously read or prepared, is also important.

Another form of work that allows students to interact is group work. which, on the one hand, allows for more freedom, and therefore independence from the

teacher, and on the other – to learn from each other. In addition, especially when performing projects, group work contributes to the development of both independence and responsibility for a specific task, teaches how to work in large teams and at the same time such qualities and skills as compromise, tolerance, negotiation or discussion that are necessary in professional life.

Working with the entire group, in which all students are theoretically involved, is used by the teacher, for example, when repeating new words or when discussing a topic, in a "question-answer" situation. Often, the teacher uses exercises that require students to work individually. Although it lacks an important element of interaction, individual work can be used as one of the stages of preparation for communicative exercises (for example, reading and understanding a text in order to exchange information with an interlocutor). The undoubted advantage of this form of tasks is that students can work at their own pace and focus their attention on the task at hand.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

To achieve the goal and solve the tasks set in the study, a set of interrelated methods was used. In the process of the study, theoretical methods were applied, in particular, the analysis and synthesis of scientific literature, which enabled us to determine methodological competence formation for ESP teachers, the current state of the study problem analysis, psychological and pedagogical literature conceptual provisions, results systematization and theoretical analysis. This set usage of methods provided the opportunity to conduct a study on methodological competence formation for ESP teachers in the modern research space and to substantiate the prospects for its further development.

Speaking about students' communicative skills development, the issue of language errors and their correction cannot be ignored. It is advisable to refrain from correcting errors in the process of performing a communicative exercise, and focus on the information exchange. At the same time, it is important to emphasize and explain to students that the lack their errors correction is aimed at promoting continuous and independent communication, but later the errors will definitely be discussed.

Another important element in the development of both communicative competence and self confidence of students is mutual assessment and self-assessment (self-correction). They should be introduced as early as possible, paying attention to the assessment of not only the form, but also the content of statements (feedback on the form). Students should know that in communicative exercises, content is much more important than linguistic correctness (provided that linguistic errors do not interfere with communication).

Tolerance for not quite correct form will also help reduce the level of shyness that often occurs in students when they have to communicate in a foreign language.

To implement the curriculum, teachers at Yuriy Kondratyuk National University use effective authentic textbooks; visual aids (diagrams, study cards, props); general and specialized dictionaries and encyclopedias; authentic English-language materials (professional journals, audiovisual materials, information leaflets, flyers, information brochures, catalogs, equipment operating instructions, etc.); equipped classrooms (blackboard, audiovisual equipment, computers with Internet access).

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

As a result of the study, it was found that while teaching communication, the teacher should use the information obtained as a result of the needs analysis. The topic and type of exercises should be chosen taking into account their potential usefulness from the point of view of the future profession.

After all, by involving students in authentic communication, we encourage them to use English as a tool for receiving and transmitting information. For this purpose, it is important to use models of authentic interaction in a professional environment: audio, video materials. It is also important not to forget about performing exercises before communication to give students the opportunity to learn and practice vocabulary, expressions and phrases that are necessary when performing the actual communicative exercises.

Another important feature of natural communication is the so-called partnership in interaction, which means the teacher's refusal from the role of leader and giving students the opportunity to independently build dialogues.

Here it is important to adhere to the principle of information gap, that is, differentiation of the knowledge of the interlocutors, so that during interaction they learn something new and share their knowledge with the communicative partner. It is also worth encouraging students to use non-verbal elements in communication, which provides an important context for speech. In authentic conversation, we change gestures, facial expressions, gaze, manner of speaking according to our emotional state, situation, age, status and intentions.

Speaking about the development of students' communicative skills, one cannot ignore the issue of language errors and their correction. It is advisable to refrain from correcting errors in the process of performing a communicative exercise, and focus on the exchange of information. At the same time, it is important to emphasize and explain to students that the lack of their errors correction is intended to promote continuous and independent communication,

but later the errors will definitely be discussed.

Another important element in the development of both communicative competence and self-efficacy of students is mutual assessment and self-assessment (self-correction). They should be introduced as early as possible, paying attention to assessing not only the form, but also the content of statements (feedback on the form). Students should know that in communicative exercises, content is much more important than linguistic correctness (provided that linguistic errors do not interfere with communication). Tolerance for not quite correct form will also help reduce the level of shyness that often occurs when they have to communicate in a foreign language.

The goal of professional foreign language classes is primarily to develop the ability to use field language to communicate in a professional environment. Therefore, learning vocabulary is the main component of each new lesson. Due to the lack of a clear correspondence between the spelling of words and their pronunciation in English, it is best to introduce the pronunciation (along with studying the meaning) first, and after mastering the spelling of new words.

Visual aids (drawings, photographs, props, tools, etc.), which will enable to limit the translation from your native language and vice versa. In addition, it should be avoided writing down individual words taken out of context. Words that are grouped together and presented graphically, for example, thematically using mind maps, are better remembered.

Words with similar or opposite meanings can be grouped, words with similar or opposite meanings can be placed and organized into categories (e.g., Cultivation and planting equipment: broadcast seeder, planter, transplanter, cultivator, stone picker, harrow, seed grill).

If new vocabulary is presented using visual aids, then, of course, there is no need to translate into Ukrainian. Mastering a name in a foreign language extends the memorization process, which consists of three stages (e.g., concept → name in Ukrainian → name in a foreign language). That is, it is important to encourage students to communicate and think in English, avoiding the translation of entire texts or dialogues.

Although vocabulary learning is an important part of developing language skills in vocational education, many teachers may have doubts about the place of grammar. As already noted in the section on teaching communication, absolute grammatical correctness is not a prerequisite for achieving communicative goals. In other words, students should be encouraged to communicate at any cost, even at the cost of grammatical correctness. This, of course, does not mean that grammar can be neglected or completely ignored. On the contrary, we should consider freedom of expression as a priority skill in this case, and correctness of

form as a secondary goal. Therefore, in professional foreign language classes, the main attention should be focused on mastering certain stable word combinations and expressions that allow achieving certain communicative goals.

To implement the curriculum, effective teaching aids are required; an equipped classroom (blackboard, audiovisual equipment, computers with Internet access); visual aids (diagrams, educational cards, props); general and specialized dictionaries and encyclopedias; authentic English-language materials (professional magazines, audiovisual materials, information leaflets, flyers, information brochures, catalogs, equipment operating instructions, etc.).

CONCLUSIONS / ВИСНОВКИ

Teaching a professional foreign language peculiarities are the maximum consideration on professional sphere specifics, therefore, in the process of students' communicative competence development, it is necessary to provide for the approximation of the content and methods of teaching to their practical needs, with the obligatory consideration of their interests and necessary motivation.

It is necessary to select such educational material that reflects modern and professional tasks and problems of specialists and ways of their practical solution. It is advisable to use interactive teaching methods that enable bringing learning closer to the real professional activity conditions and contribute to the comprehensive development of students.

Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. Numerous aspects of teaching a professional foreign language require further research in order to find methods and means of teaching that will enable to increase language training level for future specialists, which is one of the conditions for their successful employment.

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АСПЕКТИ УДОСКОНАЛЕННЯ МЕТОДИЧНОЇ КОМПЕТЕНТНОСТІ ВИКЛАДАЧІВ ІНОЗЕМНОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

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Анотація. Статтю присвячено вивченню особливостей розвитку методичної компетентності викладачів іноземної мови за професійним спрямуванням у закладі вищої освіти України – Національному університеті «Полтавська політехніка імені Юрія Кондратюка». Її проблематика передбачає аналіз вимог щодо методичної підготовки фахівців та цільових, змістових, організаційних аспектів її реалізації. Досягнення цієї мети передбачало застосування комплексу дослідницьких методів, а саме: аналіз та синтез наукової літератури, що дозволило визначити особливості формування методичної компетентності викладачів фахової іноземної мови, аналіз сучасного стану досліджуваної проблеми, концептуальних положень психолого-педагогічної літератури, систематизація отриманих результатів теоретичного аналізу. У результаті дослідження розглянуті аспекти методичної підготовки викладачів фахової іноземної мови, що передбачають знання закономірностей і механізмів засвоєння фахової іноземної мови, розуміння методологічних підходів до її навчання, оперування технологіями формування іншомовних комунікативних умінь тощо. У ході дослідження розглянуто вимоги до рівня розвитку методичної компетентності викладачів фахової іноземної мови, особливості комунікативної взаємодії учасників освітнього процесу у межах професійного середовища. Наголошено, що розвиток компонентів методичної компетентності передбачає успішне формування професійної та комунікативної компетентності здобувачів освіти. У дослідженні окрему увагу зосереджено на мотиваційному чиннику вивчення іноземної мови, акцентуючи на важливості залучення студентів до активного навчання та розвитку інтересу до іноземної мови через створення автентичних ситуацій, використання таких форм роботи, як робота в парах, робота в малих групах, проєктні завдання тощо. Акцентовано, що основоположним є поєднання вивчення фахової іноземної мови з опануванням професійно-

орієнтованих дисциплін, тому навчання спеціалізованої лексики є одним з основних складників кожного заняття з фахової іноземної мови, оскільки основною метою таких занять є розвиток умінь послуговуватися спеціалізованою мовою в професійному середовищі. Загалом обґрунтовано важливість розвитку комунікативної та професійної компетенції студентів та необхідність вивчення ними іноземних мов в цьому контексті.

Ключові слова: методична компетентність; комунікативна компетентність; фахова іноземна мова; викладач іноземної мови; професійне середовище.

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