



UDC 378.147:811.111'246:316.772

[https://doi.org/10.52058/2786-6165-2026-1\(43\)-137-152](https://doi.org/10.52058/2786-6165-2026-1(43)-137-152)

Mykhailova Liudmyla Senior Lecturer of the Department of foreign languages and cross-cultural communication, Simon Kuznets Kharkiv National University of Economics, Kharkiv, <https://orcid.org/0000-0003-3525-7400>

LINGUISTIC TOLERANCE AND COMMUNICATIVE LEARNING STRATEGIES OF INTERNATIONAL STUDENTS MAJORING IN ECONOMICS IN THE INTERNATIONAL EDUCATIONAL SPACE

Abstract. The article examines the peculiarities of forming language tolerance among foreign students majoring in economics in the context of the international educational space as a component of their professional training. The paper analyzes communicative and didactic approaches to foreign language teaching aimed at developing the ability to communicate correctly, ethically, and interculturally in the field of economics. It has established that modern economic education is based on the integration of fundamental theoretical training, applied orientation, and interdisciplinarity, which determines the growing role of foreign language competence as a tool for professional interaction in a globalized environment. It is substantiated that linguistic tolerance emerges as a derivative of intercultural, communicative, and ethical competences and, at the same time, as a normative and value regulator of economic discourse. The system of analytical, discursive, strategic-communicative, and reflective training exercises focused on working with authentic economic, journalistic, and media texts in English has been analyzed. It is shown in the article that semantic-pragmatic analysis of terminological units, modeling of international negotiation situations, and development of mitigation, argumentation, and consensus-building strategies contribute to the formation of linguistic sensitivity and the prevention of discriminatory interpretations.

The article emphasizes the importance of digital platforms, case studies, project-based learning, and business games as means of transferring language knowledge into the realm of a real professional activity. It has been proven that the systematic implementation of these approaches ensures the development of strategic competence, analytical thinking, and communicative responsibility among students. It is concluded that foreign language training for economics students should be viewed as a mechanism for integration into the global sociocultural and economic space and the formation of language tolerance as an integrative quality of a professional personality.



Keywords: language tolerance, foreign language training, foreign students, economics students, intercultural communication, professional competence, economic discourse, international educational space.

Михайлова Людмила Зіновіївна старший викладач кафедри іноземних мов та міжкультурної комунікації, Харківський національний економічний університет ім. С. Кузнеця, м. Харків, <https://orcid.org/0000-0003-3525-7400>

МОВНА ТОЛЕРАНТНІСТЬ І КОМУНІКАТИВНІ СТРАТЕГІЇ НАВЧАННЯ ІНОЗЕМНИХ СТУДЕНТІВ ЕКОНОМІЧНОГО ПРОФІЛЮ У МІЖНАРОДНОМУ ОСВІТНЬОМУ ПРОСТОРИ

Анотація. У статті досліджено особливості формування мовної толерантності іноземних студентів економічного профілю в умовах міжнародного освітнього простору як складника їхньої професійної підготовки. У роботі здійснено аналіз комунікативних і дидактичних підходів до іншомовного навчання, спрямованих на розвиток здатності до коректної, етично виваженої та міжкультурно чутливої економічної комунікації. Встановлено, що сучасна економічна освіта ґрунтується на інтеграції фундаментальної теоретичної підготовки, прикладної спрямованості та міждисциплінарності, що зумовлює зростання ролі іншомовної компетентності як інструменту професійної взаємодії в глобалізованому середовищі. Обґрунтовано, що мовна толерантність постає як похідна міжкультурної, комунікативної та етичної компетентностей і водночас як нормативно-ціннісний регулятор економічного дискурсу. Проаналізовано систему навчальних вправ аналітичного, дискурсивного, стратегічно-комунікативного та рефлексивного характеру, орієнтованих на роботу з автентичними економічними, публіцистичними й медійними текстами англійською мовою. Показано, що семантико-прагматичний аналіз термінологічних одиниць, моделювання ситуацій міжнародних переговорів, опрацювання стратегій пом'якшення, аргументації та досягнення консенсусу сприяють формуванню мовної чутливості й запобіганню дискримінаційним інтерпретаціям. Наголошено на значенні цифрових платформ, кейс-методу, проєктного навчання та ділових ігор як засобів перенесення мовних знань у площину реальної професійної діяльності. Доведено, що системне впровадження зазначених підходів забезпечує розвиток стратегічної компетентності, аналітичного мислення та комунікативної відповідальності здобувачів освіти. Зроблено висновок, що іншомовна підготовка студентів-економістів має розглядатися як механізм інтеграції в глобальний соціокультурний та економічний



простір і формування мовної толерантності як інтегративної якості професійної особистості.

Ключові слова: мовна толерантність, іншомовна підготовка, іноземні студенти, студенти економічного профілю, міжкультурна комунікація, професійна компетентність, економічний дискурс, міжнародний освітній простір.

Problem statement. Globalization and internationalization of higher education highlight the need for a systematic approach to the training of foreign students in economics through the prism of language and professional competence. In view of this, it is necessary to take into account the interaction of cultural, communicative, and professional aspects of learning, which determines the effectiveness of intercultural interaction among students. At the same time, modern educational methods require the integrated application of methods that ensure the synthesis of professional knowledge and language skills. Therefore, the relevance of the study lies in the development of effective educational solutions that can contribute to improving the quality of training for foreign students and their successful integration into the international educational space.

The analysis of recent studies and publications indicates active research into aspects of foreign language training for economics students in the modern international educational space. In particular, Malakhova O. emphasizes that tolerance is an important value in a globalized world, determining the effectiveness of intercultural communication [1]. At the same time, Yavorskaya G. and Larina E. focus on the importance of language tolerance as a component of social and humanitarian competence, which forms the basis for effective foreign language communication [2]. In addition, Stezhko Yu. shows that communicative tolerance ensures the expression of cultural characteristics through linguistic means, contributing to the development of students' intercultural competence [3]. At the same time, Bogoslavets L. and Kikena G. study the mechanisms of forming the linguistic competence of future economists in the process of professional training, which allows for the integration of professional knowledge and foreign language skills [4]. In contrast, Kovalchuk L. defines communicative competence as an important element of foreign language learning for economics students, aimed at improving the effectiveness of professional interaction [5]. In addition, Dumashivsky Ya., Patievich O., and Chorniy V. emphasize the need to develop the communicative culture of economics students to ensure the formation of their foreign language competence and professional communication strategies [6]. At the same time, Chernovalyuk I. demonstrates that professionally oriented language training for higher education seekers creates conditions for the implementation of interdisciplinary links and the development of strategies for



effective international communication [7]. Brutman A. and Naumchuk T. study the formation of foreign language competence in foreign language classes [8].

The purpose of the article is to demonstrate how language tolerance and communication approaches are shaped when teaching foreign students in economics in an international educational space.

Presentation of the main material. The Concept of Economic Education Development [9] emphasizes that the decisive methodological basis for training economic specialists is the awareness of the interdependence between the development of the economic sphere of society and the worldview of an individual, in particular their socially responsible behavior. Accordingly, economic activity is interpreted as a socioculturally determined process, in the structure of which linguistic interaction acquires special communicative significance.

At the same time, the professional training of modern economists involves the acquisition of systematic knowledge about the patterns of functioning and development of reproductive processes at the macro and micro levels, which are implemented in close connection with political, cultural, and social transformations. In this regard, linguistic competence, particularly foreign language competence, is a fundamental factor in professional activity, ensuring effective intercultural economic communication [9].

It should be noted that the structure of economic education covers four interrelated blocks of disciplines, namely general education, fundamental, innovative-practical, and special training, which together form a holistic professional worldview of a future economist. It is the integrative nature of these blocks that determines the need for constant updating of economic knowledge, skills, and abilities, as well as communication strategies aimed at ensuring language tolerance in the international educational environment.

In this context, educational exercises focused on the analytical processing of economic texts in English from the perspective of intercultural correctness are particularly important. For example, during their studies, economics students may be asked to perform a linguistic analysis of a sentence such as “Fiscal consolidation measures may disproportionately affect vulnerable social groups,” followed by a discussion of how it can be interpreted in different cultural and socio-economic contexts. Completing this exercise will promote awareness of the value neutrality or markedness of economic discourse and develop skills in tolerant linguistic mediation.

It is worth paying attention to exercises that involve comparative analysis of terminological phrases, in particular “emerging markets”, “developing economies”, “low-income countries”, with the definition of their pragmatic nuances in international economic communication. The analysis of such units allows students to realize that the choice of lexical means in professional speech



directly influences the formation of tolerant or, conversely, discriminatory discourse. At the same time, discursive exercises will also be effective, in which foreign students of economics will simulate situations of international negotiations in English, using neutral or inclusive language strategies. For example, analyzing the sentence “We acknowledge the diversity of regulatory frameworks across partner countries” will help develop communicative sensitivity and skills for coordinating economic positions in a multicultural environment.

It should also be noted that systematic performance of the above exercises will gradually develop language tolerance in students as future specialists in the field of economics.

In today's world, the professional training of future economists should be understood as a comprehensive, structurally organized system focused on responding to the dynamic transformations of the global economy and the globalized business environment. It is noteworthy that such training involves a combination of fundamental, applied, and interdisciplinary approaches, which together ensure the formation of a holistic professional worldview. In this regard, a fundamental component is a thorough theoretical training that provides a conceptual understanding of the patterns of economic development. This refers to the systematic assimilation of micro- and macroeconomic theories, international economics, econometrics, financial theory, and other specialized disciplines that form the methodological basis of an economist's professional activity [6, p. 55].

At the same time, it is worth emphasizing that theoretical knowledge acquires practical value only when it is rationally combined with practical experience. This provision is implemented by involving students in internships, project activities, and the analysis of real economic situations. The implementation of such measures will facilitate the transfer of abstract models into the realm of professional action, ensuring the formation of the ability to make informed decisions in conditions of uncertainty.

It should be noted that the practical orientation of training is logically complemented by the development of analytical and research skills. The ability to systematically analyze data, apply statistical tools, and conduct economic research determines the level of professional maturity of a future specialist. In this regard, analytical competence is a prerequisite for a deeper understanding of economic processes and the mechanisms for their regulation. In this context, it is natural that IT skills are playing an increasingly important role in the professional training of economists. The use of modern digital technologies for data processing, modeling, and visualization (Excel, R, Python) now forms the instrumental basis of economic analysis. That is why digital literacy ensures the integration of economic knowledge into the global information space and contributes to the competitiveness of graduates [6, p. 55].



At the same time, a distinctive feature of modern economic education is the emphasis on the development of communication skills. Effective written and oral communication is an important prerequisite for presenting analytical materials, conducting professional dialogue, and participating in international economic projects. It is in this context that intercultural competence and foreign language training become strategically important, as the ability to function in a multilingual environment opens up broad opportunities for international cooperation.

In this regard, it is advisable to offer economics students exercises aimed at developing language tolerance in the process of foreign language training. In particular, an effective exercise is the analysis of economic phrases with different pragmatic meanings, such as “cost-cutting measures” and “cost optimization strategies.” Students then perform a semantic-pragmatic analysis of these units, determining how the choice of lexeme affects the interpretation of economic actions in different cultural contexts. This activity develops awareness of linguistic sensitivity and promotes the development of tolerant professional speech.

An exercise involving the analysis of sentences such as “The proposed policy may have unintended consequences for emerging markets” is also appropriate. In the course of their work, students identify language tools for softening an assessment (modal verbs, hedging expressions) and correlate them with the norms of intercultural communication. Completing this task will help students develop communication strategies aimed at avoiding categorical statements and conflict in international professional discourse.

In addition, it is advisable to simulate learning situations involving intercultural interaction, during which economics students analyze examples of statements made during simulated business negotiations. For example, comparing the phrases “I strongly disagree with this approach” and “I see your point, however an alternative approach could be considered” will reveal different communication strategies for expressing disagreement. This analysis will develop students' ability to choose the language tools that comply with the principles of language tolerance and professional ethics.

Returning to the structure of professional training for economists, it is important to emphasize the significance of ethics and social responsibility. Awareness of ethical standards in economic activity and the role of business in society ensures the formation of value orientations for future specialists. In combination with intercultural and language training, this contributes to the harmonization of professional behavior in an international environment [6, p. 55].

In this regard, the concept of tolerance emerges as a basic social and cultural category that reflects the right to be different and respect for cultural diversity. Tolerance ensures harmonious interaction between representatives of different



cultures and acts as a factor of stability in civil society [1, p. 52]. In the system of foreign language education, it is transformed into linguistic tolerance, which regulates the choice of communication strategies and determines the nature of intercultural professional communication. When developing language tolerance, it is advisable to pay attention of future specialists to the fact that in management activities, the language personality of a manager, combined with their nonverbal behavior, has a decisive moral and psychological significance for their subordinates. It is noteworthy that the effectiveness of professional interaction is determined by mannerisms, tone and modulation of voice, facial expressions, as well as the overall image of everyday behavior in the course of performing official duties. It is worth emphasizing that responsibility, dedication, conscientiousness, style of communication with subordinates, demandingness combined with support, the nature of performance evaluation, the balance of approval and criticism, the use of incentives and sanctions, as well as their fairness, shape the communicative climate of a team. At the same time, the way tasks are delegated, the conditions for their implementation, the organization of training and professional assistance, attentiveness to the difficulties of employees, the ability to provide balanced advice, and respect for the rights and feelings of personal dignity of each individual are also important, which together form the basis of language tolerance in the professional environment [2, p. 91].

In this regard, it is worth paying attention to the structure of professional competence of future economists, which covers several interrelated components, among which communicative competence occupies a special place. It should be noted that it involves knowledge of business etiquette, openness to alternative views, the ability to interact effectively in a group, and a positive attitude towards oneself and communication partners. The relevance of forming a culture of professional speech for economists today is determined by the processes of globalization, the transformation of the national economy, and the intensification of international contacts. That is why economic specialists are required to have a high level of general and linguistic education, a developed information culture, and the ability to engage in tolerant intercultural communication [4, p. 24].

It is advisable to introduce a didactic dimension between the above provisions, specifying the mechanisms for forming language tolerance in the process of foreign language training. In particular, the use of analytical exercises focused on understanding the pragmatic potential of language units in professional discourse is effective when teaching English to foreign students majoring in economics. For example, economics students can be asked to analyze business-related sentences such as “We appreciate your perspective and would like to consider alternative solutions” in terms of their polite strategy, modality, and potential impact on intercultural interaction.



In addition, it is also important to perform tasks aimed at comparative analysis of phrases that implement different communication strategies. For example, comparing the constructions “You must revise the report” and “It would be advisable to revise the report” allows students to see how the choice of language tools affects the level of tolerance, the degree of directiveness, and the addressee's willingness to cooperate in an international educational environment.

Another important step is to simulate professionally oriented situations in which foreign students play the roles of participants in multicultural economic communication. During such exercises, it is appropriate to offer an analysis of short dialogues in English, followed by the identification of the strategies used to soften, argue, and reach consensus. Thus, completing this task will promote awareness of the connection between linguistic form, communicative intent, and the ethical principles of professional communication.

It is also worth paying attention to reflective tasks that involve written analysis of one's own language decisions in the process of completing economically oriented case studies. For example, analyzing reports or presentations in English for correct wording, neutrality of assessments, and cultural sensitivity will help form a solid understanding of language tolerance as a tool for professional effectiveness.

In addition, the formation of a professionally oriented component of communicative competence in foreign students pursuing higher education in economics is based on the purposeful creation of organizational and pedagogical conditions for learning that ensure the functioning and progressive development of cognitive and linguistic-communicative mechanisms of the individual. In this context, the use of carefully selected educational content that can stimulate analytical thinking, linguistic reflection, and pragmatic adaptation of foreign students to professional discourse is crucial. Thus, language training becomes systematic and goes beyond the formal acquisition of language units, transforming into a process of value-oriented communicative socialization [7, p. 87].

In light of the above, it is important to introduce analytical and interpretative exercises focused on working with economic texts in English. For example, economics students can be given tasks to analyze the semantic nuances of business phrases (such as market volatility, fiscal sustainability, ethical investment), in which they must compare the possible interpretations of these units in different cultural and economic contexts. Such activities will promote the development of language tolerance, as they will enable students to understand the multiplicity of meanings and respect for a foreign-language worldview.

At the same time, an important component of the methodological support of the educational process remains the preparation of materials for independent work by students, as well as a clear definition of the logic of a gradual transition



from teaching activities under the guidance of a teacher to autonomous study of the program material. This sequence allows students to consolidate their language skills and develop responsibility for their own educational trajectory, which is an essential factor in professional development [7, p. 87].

Exercises involving written analysis of economic cases in English are important in this regard, as they require students to express their position on an issue in a reasoned manner, taking into account the cultural and communicative characteristics of the addressee. Completing such tasks will activate learning strategies for planning, self-control, and reflection, while forming the ability to correctly express oneself in a foreign language in the context of intercultural interaction.

In addition, testing the effectiveness of learning material acquisition involves the use of various forms of assessment, including open-ended and closed-ended test questions. In modern educational conditions, the development of computer control technologies that provide flexibility in time and space for performing tasks and meet the mobility needs of foreign students is becoming particularly relevant.

Against this background, it is important to use digital platforms to perform exercises in analyzing speech strategies in professional economic discourse. Therefore, tasks may involve identifying strategies for persuasion, clarification, or avoidance of communicative conflicts in fragments of authentic English-language texts, which, in turn, will contribute to an awareness of the strategic nature of language behavior.

When teaching foreign languages to economics students, it is advisable to take into account modern approaches to understanding strategic competence, which develops in two interrelated directions, namely as a system of communication and as a set of learning strategies. While the former are aimed at overcoming difficulties in the communication process, the latter ensure effective language learning in general. Therefore, the effectiveness of teaching depends on the teacher's ability to integrate both types of strategies to solve communicative tasks [5, p. 279].

The integration of methods focused on various types of educational and professional activities plays an important role in the system of foreign language training for future economists in the structure of professionally oriented speech disciplines. First of all, one of the priorities is the presentation method, which creates conditions for students to represent generalized and systematized professional knowledge and formed foreign language communication skills. Another important method is problem-based learning, aimed at intensifying the research and analytical activities of students, forming their intellectual autonomy and ability to independently solve professionally oriented tasks. Together, these



methods ensure the methodological multidimensionality of the educational process and increase its communicative effectiveness [8, p. 200].

In this context, it seems appropriate to use analytical tasks with clearly formulated conditions that stimulate linguistic reflection among economics students. For example, students are asked to analyze the phrases “ethical pricing,” “inclusive growth,” and “cross-border cooperation” from the perspective of their semantic content in different socio-economic environments. In the course of the task, it is necessary to identify potential culturally determined differences in interpretation and argue the acceptability of each option in international professional communication. This work contributes to the formation of a tolerant attitude towards alternative language and value models of economic discourse.

At the same time, the method of business games, aimed at modeling standard and non-standard situations of future professional activity and international economic practice, ensures the transfer of language knowledge into the system of real communicative action. Therefore, solving simulated professional problems requires the acquisition of terminology, as well as the ability to strategically organize foreign language interaction, taking into account intercultural factors. This methodology is complemented by training exercises as an instrumental form of acquiring language and speech tools, which expands the repertoire of strategies for foreign language professional communication [8, p. 200]. In light of this, it is important to complete scenario-type tasks, in which students are asked to analyze excerpts from business negotiations in English and identify the communication strategies used (clarification, softening, argumentation). The condition for completion is an explanation of how language tools contribute to reducing potential conflict and ensuring mutual acceptance of the parties' positions. Such tasks form the awareness of the ethical dimension of professional speech and lay the foundation for the development of language tolerance as an integrative quality of personality.

It is also necessary to note the importance of the case method, which, along with the development of foreign language competence, stimulates critical thinking and activates group interaction in a foreign language environment. The analysis of economic situations in the case study format encourages students to compare different communication strategies, evaluate their effectiveness, and choose the optimal models of linguistic behavior in the context of international cooperation [8, p. 200].

On this basis, it is important to complete written analytical tasks that involve interpreting economic cases and then formulating recommendations for intercultural communication. The condition for completion is a reasoned selection of linguistic means, taking into account the addressee and the communicative goal.



Project-based learning, in turn, requires the development of language and cultural communication skills, as well as skills in the field of information technology and public communications. In practical terms, the need for foreign language interaction within interuniversity cooperation is effectively implemented through digital platforms, in particular the LinkedIn social network and the ZOOM environment, which open up opportunities for multi-vector international communication not only with English-speaking partners [3, p. 147].

In the process of forming language tolerance among foreign students majoring in economics, it is advisable to use authentic English-language media texts on economic and legal topics that reflect real international communication situations. In particular, the material of the article by Roush Ty, “Zuckerberg Reaches Settlement With Meta Shareholders

In \$8 Billion Privacy Case” [10], provides a basis for analyzing professional discourse related to corporate responsibility, legal conflicts, and public communication of transnational companies. Therefore, economics students can be offered the following tasks:

Task 1 (analytical and semantic). Conditions for completion: students are asked to analyze the sentence “An attorney representing Meta shareholders told Judge Kathaleen McCormick in Delaware’s Chancery Court that a settlement had been reached with Zuckerberg and other members of the company’s leadership” [10]. It is necessary to determine the semantic meaning of the phrases “representing Meta shareholders,” “settlement was reached,” and “company’s leadership” and explain their function in official legal and economic discourse. Analytical focus: completing the task develops the ability to correctly interpret legally marked units without simplifying or distorting the content, which contributes to the development of a tolerant attitude towards institutional forms of speech in a foreign language environment.

It is noteworthy that such analysis actualizes receptive communication strategies, as students learn to understand complex syntactic constructions without imposing their own cultural assessments. In this way, language emerges as a means of neutral professional interpretation.

Task 2 (pragmatic-interpretative). Condition for completion: based on the sentence “Facebook shareholders sued Zuckerberg, former COO Sheryl Sandberg and other billionaires tied to the company in 2018...” [10], students should determine the pragmatic function of the verb “sued” and the phrase “other billionaires tied to the company,” identifying how they form an implicit assessment of the situation within the framework of a neutral news style. Analytical focus: the task is aimed at understanding the difference between factual presentation of information and subjective assessment, which is important for the formation of language restraint and tolerance in economic communication.



It is worth noting that the above task contributes to the development of learning strategies for self-control and reflection, as students are forced to compare their own interpretations with the communicative norms of English-language media discourse.

Task 3 (strategic-communicative). Conditions for completion: students are asked to analyze the fragment “Neither Meta nor attorneys representing the company immediately responded to requests for comment” [10]. They need to determine what communication strategy this sentence implements (avoidance, neutralization, delayed response) and justify its appropriateness in international corporate communication. Analytical focus: completing this task develops the ability to recognize strategies of silence or indirect response as acceptable tools of professional communication, which is particularly important in an intercultural economic environment.

In a broader methodological context, the above exercise or similar ones promote awareness that language tolerance consists in accepting different models of communicative behavior determined by legal, ethical, and cultural factors.

Task 4 (generalizing and analytical). Conditions for completion: students must compare the phrases “privacy case,” “Federal Trade Commission agreement,” and “sharing user data without consent” [10] and determine how they shape the economic and legal picture of business responsibility in the global information space. Analytical focus: the task develops the ability to comprehensively analyze terminological clusters and forms a tolerant attitude towards different legal systems and models of economic activity regulation.

In the system of professionally oriented language training for foreign students of economics, it is also advisable to use journalistic texts on economic topics that reflect the discussion processes in the international economic space. In particular, the material of Watson Iain's article “Don't rule out EU customs union, TUC boss tells Starmer” [11] creates a methodological basis for analyzing economic arguments, political rhetoric, and public communication strategies in the context of relations between the United Kingdom and the European Union. As a result, it is advisable to offer economics students the following tasks:

Task 1 (lexical-semantic). Conditions for completion: students are asked to analyze the phrases “the closest possible economic and political relationship,” “boost economic growth,” and “lower barriers to trade” [11]. It is necessary to determine their semantic structure, stylistic neutrality, and pragmatic function in economic discourse.

Analytical focus: completing the task helps develop the ability to interpret economically significant formulas without ideological reduction of content, which fosters tolerant perception of alternative economic models and political positions.



It is important that working with such lexical units actualizes receptive communication strategies focused on accuracy of understanding. As a result, students gradually develop the skill of separating language analysis from their own political preferences.

Task 2 (pragmatic-interpretative). Condition: based on the sentence “Paul Nowak told the BBC that he believed this would be ‘essential’ to boost economic growth” [11], determine the pragmatic role of the modal component “believed” and the adjective “essential” in forming the speaker's argumentative strategy. Analytical focus: the task develops the ability to recognize subjective evaluative elements in a formally informative text, which contributes to the development of linguistic restraint and tolerance in the interpretation of public economic statements.

It should be noted that such an analysis broadens students' understanding of the linguistic mechanisms of influence in economic discourse without reducing them to manipulative interpretation.

Task 3 (strategic-discursive). Conditions for completion: students are asked to analyze the excerpt “warned that faith in mainstream politics could ‘drain away’ unless living standards improved” [11] and identify the communicative strategy used (warning, forecasting, conditional argumentation).

It is necessary to justify its functional expediency in public economic discourse.

Analytical focus: completing the task helps students realize that language tolerance involves accepting different ways of argumentation determined by socio-economic contexts.

It is worth emphasizing that this method forms interactive communication strategies, as students learn to predict the addressee's reaction to conditional-predictive statements.

Task 4 (comparative-analytical). Conditions for completion: students are asked to compare the statements “Nowak urged the PM not to rule out a customs union with the EU” and “Sir Keir Starmer has ruled out rejoining the EU's single market and customs union” [11]. They need to identify differences in communication strategies (persuasion vs. distancing) and explain how they reflect different economic positions. Analytical focus: the task develops the ability to tolerate conflicting economic narratives without reducing them to an oppositional dichotomy.

In methodological terms, the integration of such exercises into the educational process will ensure the formation of a strategically balanced linguistic personality of a foreign student-economist. In this case, language becomes an instrument of intercultural understanding, allowing one to function adequately in an international educational and professional environment.



Conclusions. Thus, the analysis shows that the formation of language tolerance among foreign students of economics in the international educational space is closely linked to the general model of professional training of future economists. On the one hand, linguistic tolerance appears as a derivative of intercultural and communicative competences that ensure effective professional interaction in a multilingual environment, and on the other hand, as a value-normative regulator of economic discourse. The analysis of the educational content and proposed exercises confirms that awareness of the pragmatic potential of language units, the correct selection of lexical and grammatical means, and the use of mitigation and argumentation strategies contribute to the prevention of discriminatory interpretations and the formation of ethically balanced professional speech. Therefore, foreign language training for economics students should be seen as a tool for integration into the global sociocultural and economic space.

At the same time, the analysis of methodological approaches allows us to conclude that the effectiveness of language tolerance formation is ensured by the targeted integration of analytical, discursive, strategic-communicative, and reflective exercises into the structure of professionally oriented foreign language teaching. At the same time, the combination of theoretical training with practical modeling of intercultural economic situations, the use of authentic media texts and digital platforms contributes to the development of strategic competence and communicative sensitivity of students.

References

1. Malakhova, O. M. (2014). Tolerantnist yak tsinnist u hlobalizovanomu sviti [Tolerance as a value in a globalized world]. *Facets – Hrani*, 10, 47-53 [in Ukrainian].
2. Yavorska, H. Kh., & Larina, E. V. (2016). Movna tolerantnist u konteksti sotsialno-humanitarnykh nauk (chastyna 1) [Linguistic tolerance in the context of social and humanitarian sciences (Part 1)]. *Scientific Bulletin of the International Humanitarian University. Series: Philology – Naukovyi visnyk Mizhnarodnoho humanitarnoho universytetu. Seriya: Filolohiia*, 20(1), 88-91 [in Ukrainian].
3. Stezhko, Yu. M. (2023). Movne vyrazhennia kultury: komunikatyvna tolerantnist [Linguistic expression of culture: communicative tolerance]. *Contemporary Studies in Foreign Philology – Suchasni doslidzhennia z inozemnoi filolohii*, 1(23), 141-149 [in Ukrainian].
4. Bohoslavets, L. O., & Kikena, H. (2018). Formuvannia movnoi kompetentnosti maibutnikh ekonomistiv u protsesi fakhovoi pidhotovky [Formation of linguistic competence of future economists in the process of professional training]. *Bulletin of State University “Kyiv Aviation Institute”. Series: Pedagogy. Psychology – Visnyk Derzhavnogo universytetu “Kyivskiy aviatsiinyi instytut”. Seriya: Pedagogika. Psykholohiia*, 12, 23-27 [in Ukrainian].
5. Kovalchuk, L. O. (2016). Komunikatyvna kompetentnist u protsesi vyvchennia inozemnoi movy studentamy-ekonomistamy [Communicative competence in the process of learning a foreign language by economics students]. *Young Scientist – Molodyi vchenyi*, 9, 276-279 [in Ukrainian].



6. Dumashivskiy, Ya. Ye., Patiievych, O. V., & Chornii, V. Ya. (2023). Vazhlyvist i neobkhdnist rozvytku komunikatyvnoi kultury studentiv-ekonomistiv dlia stanovlennia yikhnoi maibutnoi inshomovnoi kompetensii [Importance and necessity of developing communicative culture of economics students for the formation of their future foreign language competence]. Scientific Notes of National University "Ostroh Academy". Series: Philology – Naukovi zapysky Natsionalnoho universytetu "Ostrozka akademiia". Serii: Filolohiia, 20(88), 53-56 [in Ukrainian].

7. Chernovaliuk, I. (2022). Profesiino oriietovana movna pidhotovka inozemnykh zdobuvachiv vyshchoi osvity [Professionally oriented language training of foreign higher education students]. Teaching Languages in Higher Education Institutions at the Modern Stage. Interdisciplinary Connections – Vykladannia mov u vyshchykh navchalnykh zakladakh osvity na suchasnomu etapi. Mizhpredmetni zviazky, 41, 82-99 [in Ukrainian].

8. Brutman, A., & Naumchuk, T. (2021). Formuvannia inshomovnoi kompetensii v maibutnikh ekonomistiv na zaniattiakh z inozemnoi movy za profesiinym spriamuvanniam [Formation of foreign language competence of future economists in professionally oriented foreign language classes]. Contemporary Studies in Foreign Philology – Suchasni doslidzhennia z inozemnoi filolohii, 19(1), 194-202 [in Ukrainian].

9. Ministry of Education and Science of Ukraine. (2003). Pro zatverdzhennia Kontseptsii rozvytku ekonomichnoi osvity [On approval of the Concept for the development of economic education]. Decision No. 12/7-4 of December 4, 2003. Verkhovna Rada of Ukraine – Verkhovna Rada of Ukraine. Retrieved from https://zakon.rada.gov.ua/rada/show/v12_7290-03#Text [in Ukrainian].

10. Roush, T. (2025, July 17). Zuckerberg reaches settlement with Meta shareholders in \$8 billion privacy case. Forbes – Forbes. Retrieved from <https://www.forbes.com/sites/tyleroush/2025/07/17/zuckerberg-reaches-settlement-with-meta-shareholders-in-8-billion-privacy-case-report-says/> [in English].

11. Watson, I. (n.d.). Don't rule out EU customs union, TUC boss tells Starmer. BBC News – BBC News. Retrieved from <https://www.bbc.com/news/articles/cx2dj27y0z0o> [in English].

Література

1. Малахова О. М. Толерантність – цінність у глобалізованому світі. Грані. 2014. № 10. С. 47-53.

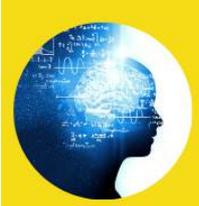
2. Яворська Г. Х., Ларіна Е. В. Мовна толерантність у контексті соціально-гуманітарних наук (частина 1). Науковий вісник Міжнародного гуманітарного університету. Сер.: Філологія. 2016. № 20 том 1. С. 88-91.

3. Стежко Ю. Мовне вираження культури: комунікативна толерантність. Сучасні дослідження з іноземної філології: збірник наукових праць. 2023. Вип. 1(23). С. 141-149.

4. Богославець Л. О., Кікена Г. Формування мовної компетентності майбутніх економістів у процесі фахової підготовки. Вісник Державного університету «Київський авіаційний інститут». Серія: Педагогіка. Психологія. 2018. № 12. С. 23-27.

5. Ковальчук Л. О. Комунікативна компетентність у процесі вивчення іноземної мови студентами-економістами. Молодий вчений. 2016. № 9. С. 276-279.

6. Думашівський Я. Є., Патієвич О. В., Чорній В. Я. Важливість і необхідність розвитку комунікативної культури студентів-економістів для становлення їхньої майбутньої іншомовної компетенції. Наукові записки Національного університету «Острозька академія»: серія «Філологія». Острог: Вид-во НаУОА, 2023. Вип. 20(88). С. 53-56.



7. Черновалюк І. Професійно орієнтована мовна підготовка іноземних здобувачів вищої освіти. Викладання мов у вищих навчальних закладах освіти на сучасному етапі. Міжпредметні зв'язки. 2022. № 41. С. 82-99.

8. Брутман А., Наумчук Т. Формування іншомовної компетенції в майбутніх економістів на заняттях з іноземної мови за професійним спрямуванням. Сучасні дослідження з іноземної філології. 2021. № 19(1). С. 194-202.

9. Про затвердження Концепції розвитку економічної освіти: МОН України; Рішення, Концепція від 04.12.2003 № 12/7-4. URL: https://zakon.rada.gov.ua/rada/show/v12_7290-03#Text

10. Roush Ty. Zuckerberg Reaches Settlement With Meta Shareholders In \$8 Billion Privacy Case. Jul 17, 2025, 10:00am EDT. URL: <https://www.forbes.com/sites/tylerroush/2025/07/17/zuckerberg-reaches-settlement-with-meta-shareholders-in-8-billion-privacy-case-report-says/>

11. Watson Iain “Don’t rule out EU customs union, TUC boss tells Starmer. URL: <https://www.bbc.com/news/articles/cx2dj27y0z0o>