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ЗМІСТ

РОЗДІЛ 1
УКРАЇНСЬКА МОВА

РОЗДІЛ 2
ГЕРМАНСЬКІ МОВИ

РОЗДІЛ 3
ТЮРКСЬКІ МОВИ

РОЗДІЛ 4
СЕМІТСЬКІ МОВИ

РОЗДІЛ 5
ПЕРЕКЛАДОЗНАВСТВО

РОЗДІЛ 6
СТРУКТУРНА, ПРИКЛАДНА ТА МАТЕМАТИЧНА ЛІНГВІСТИКА

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THE COGNITIVE-COMMUNICATIVE POTENTIAL OF ARTIFICIAL INTELLIGENCE IN MODELLING PROFESSIONAL LANGUAGE DISCOURSE IN HIGHER EDUCATION

КОГНІТИВНО-КОМУНІКАТИВНИЙ ПОТЕНЦІАЛ ШТУЧНОГО ІНТЕЛЕКТУ В МОДЕЛЮВАННІ МОВНИХ СИТУАЦІЙ ПІД ЧАС ФОРМУВАННЯ ПРОФЕСІЙНОГО ДИСКУРСУ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ

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The purpose of this article is to examine the cognitive-communicative potential of artificial intelligence (AI) in modelling language situations during the formation of professional English-language discourse in higher education, with particular reference to students of economic specialisations. The study explores the role of intelligent technologies as a cognitive-communicative tool that complements traditional foreign language instruction by enabling the staged development of lexical, grammatical and discursive competences, as well as the simulation of authentic professional communication contexts. It is argued that, at the current stage of digital development, the complete replacement of the lecturer by automated systems is neither feasible nor pedagogically justified, as the educator continues to play a central role in facilitating creative classroom interaction while taking into account instructional objectives, cognitive capacities, and individual learner characteristics.

The effectiveness of AI-based systems in developing professionally oriented economic vocabulary, syntactic structures, discourse markers and terminological units that ensure coherence, cohesion, and argumentation in professional economic texts is analysed. The findings indicate that interactive platforms enable semantic and pragmatic analysis of linguistic units, identification of recurrent errors, clarification of terminological nuances and adaptation of instructional content to learners’ levels of language proficiency. Particular emphasis is placed on the development of written and oral communicative competence, including the production of analytical essays, reports and presentations, participation in business negotiations and engagement in role-based communicative scenarios incorporating professional terminology.

The article further examines practical aspects of implementing contemporary AI-driven platforms, including ChatGPT, Perplexity AI, Writesonic, Microsoft Copilot, LingQ, Rosetta Stone AI and speech recognition technologies (Speechify and Microsoft Azure Speech), which facilitate the integration of language practice with the cognitive processing of professional content. The use of these tools is shown to enhance student motivation and engagement, foster critical thinking and learner autonomy and support the adaptation of the educational process to individual cognitive profiles.

The synthesis of the research findings demonstrates that the integration of AI into the formation of professional discourse in higher education significantly enhances the effectiveness of language training, promotes the holistic development of cognitive and communicative competences and contributes to the preparation of competitive specialists capable of functioning effectively in a digitalised global environment.

Key words: artificial intelligence; cognitive-communicative potential; professional discourse; economic English-language communication; integration of digital technologies; foreign language education.

Метою статті є аналіз когнітивно-комунікативного потенціалу штучного інтелекту (ШІ) у моделюванні мовних ситуацій під час формування професійного англомовного дискурсу здобувачів вищої освіти, зокрема студентів економічних спеціальностей. Досліджено роль інтелектуальних технологій як когнітивно-комунікативного інструмента, який доповнює традиційне навчання іноземних мов, забезпечуючи поетапне опрацювання лексичних, граматичних і дискурсивних одиниць, а також моделювання автентичних професійних комунікаційних ситуацій. Підкреслено, що повна заміна викладача автоматизованими системами на сучасному етапі розвитку цифрових технологій не є доцільною, оскільки педагог зберігає провідну роль у реалізації творчої аудиторної діяльності, враховуючи освітні цілі, когнітивні можливості та індивідуальні особливості студентів.

Проаналізовано ефективність використання інтелектуальних систем для опрацювання професійної лексики економічного змісту, структурно-синтаксичних конструкцій, дискурсивних маркерів та термінологічних одиниць, що забезпечують послідовність, аргументованість і зв’язність економічного тексту. Встановлено, що інтерактивні платформи дозволяють здійснювати семантичний і прагматичний аналіз мовних одиниць, ідентифікувати стандартні помилки, уточнювати значеннєві відтінки термінів і адаптувати навчальний матеріал відповідно до рівня мовної підготовки здобувачів. Особлива увага приділяється розвитку письмової та усної комунікативної компетентності, зокрема написанню аналітичних есе, підготовці звітів, презентацій, ділових переговорів і рольових комунікативних сценаріїв із застосуванням професійної термінології.

У статті розглянуто практичні аспекти застосування сучасних платформ на базі ШІ, зокрема ChatGPT, Perplexity AI, Writesonic, Microsoft Copilot, LingQ, Rosetta Stone AI та голосових систем розпізнавання мовлення (Speechify, Microsoft Azure Speech), що забезпечують інтеграцію мовної практики з когнітивним опрацюванням професійного матеріалу. Показано, що використання цих інструментів сприяє підвищенню мотивації та зацікавленості студентів,

розвитку критичного мислення, автономності навчання та адаптації освітнього процесу до індивідуальних когнітивних особливостей здобувачів.

Узагальнення результатів дослідження свідчить, що інтеграція ШІ у процес формування професійного дискурсу вищої освіти підвищує результативність мовної підготовки, забезпечує комплексний розвиток когнітивних і комунікативних компетентностей та формує конкурентоспроможних фахівців, здатних ефективно функціонувати в умовах цифровізованого глобального середовища.

Ключові слова: штучний інтелект, когнітивно-комунікативний потенціал, професійний дискурс, економічна англомовна комунікація, інтеграція цифрових технологій, навчання іноземних мов.

Statement of the Problem. The intensive digitalisation of the educational environment and the widespread adoption of information technologies in higher education necessitate a reconsideration of the organisation of foreign language training for students. In this context, transformations in the nature of professional communication driven by the development of digital tools require the formation of flexible linguistic thinking and the ability to interpret communicative situations appropriately. At the same time, traditional teaching methods do not always ensure sufficient individualisation of learning or activation of students' cognitive engagement, which in turn hinders the development of linguistic and discursive competence. Consequently, there is a growing need to identify and implement didactic resources capable of optimising the educational process and enhancing its overall effectiveness.

Review of Recent Research and Publications. An analysis of recent research and publications indicates a growing scholarly interest in the potential of artificial intelligence (AI) to enhance the effectiveness of foreign language learning and the development of professional competences among higher education students. Considerable attention to this issue has been paid by Zubenko O., who examines the use of AI as a means of increasing student motivation and improving learning outcomes [2]. Khairulina N. emphasises the role of AI in professional training and its impact on the formation of learners' cognitive and communicative skills [2]. Andrieieva M. focuses on the practical application of AI in the educational process, highlighting its capacity to support individualisation and interactivity in classroom activities [3]. Lavrukhina V. addresses methodological aspects of AI implementation, identifying its influence on the organisation of learning tasks and the development of linguistic competence [4].

Chaipesh I., Kukhta V., and Kizim N. explore innovative teaching technologies and underscore the importance of learning personalisation facilitated by AI [5]. Kovalenko I. and Baranivska N. analyse the integration of AI into English language instruction, outlining both the potential and challenges associated with the use of digital tools to improve educational outcomes [6]. Romanyshyn I., Chukhno T. and Fyisa N. investigate transformations in English language teaching methods in higher education in light of AI implementation and its future prospects [7]. Tynnyi V. and Bieliakova O. assess the capacity of AI to enhance the effectiveness of students' language competence development [8], while in another study Tynnyi V., in collaboration with a co-author, highlights pedagogical changes in educational environments brought about by the introduction of AI technologies [9]. Humeniuk I. considers AI-generated content as a tool for strengthening students' linguistic competence [10]. Tur O., Shabunina V. and Sarancha V. examine the discursive features of generative AI terminology in professional communication, identifying current trends and future directions in this domain [11].

Despite the breadth of existing research, there remains a need for further systematic investigation into the use of AI for modelling language situations and fostering the development of professional discourse among higher education students, which determines the relevance and scientific novelty of the present study.

Purpose of the article is to analyse the cognitive-communicative potential of artificial intelligence in modelling language situations that contribute to the formation of professional language discourse in higher education.

Theoretical and Methodological Framework. The integration of artificial intelligence (AI) into the system of professional training in higher education, particularly within the context of foreign language instruction, demonstrates considerable potential for enhancing the effectiveness of the educational process. At the same time, it is noteworthy that, at the current stage of digital technology development, the complete replacement of the foreign language lecturer by automated systems does not appear pedagogically justified. This is due to the fact that, despite the capacity of intelligent technologies to optimise certain didactic procedures and provide informational and analytical support for learning, the leading role in implementing creative classroom activities oriented towards educational objectives, learners' cognitive capacities and individual characteristics inevitably remains with the lecturer [2, p. 35].

Accordingly, such technologies should be viewed primarily as cognitive-communicative tools designed to complement the traditional instructional model rather than to serve as its alternative. It is also important to note that this form of integration is of particular relevance in the formation of professional English-language discourse among students of economic specialisations, as digital solutions are capable of modelling and analysing standard professional communication scenarios within the field of economics.

In particular, the use of intelligent systems proves effective for the processing of lexically specialised economic units functioning within professional discourse. Accordingly, within instructional tasks, students may be encouraged to conduct semantic and pragmatic analyses of linguistic units (such as *"market volatility", "financial sustainability", "investment risk assessment"*), focusing on the identification of their communicative functions, contextual conditioning and conformity with the norms of professional language use. In this respect, digital tools perform the role of an analytical mediator, facilitating the identification of recurrent errors and the clarification of subtle semantic distinctions within specialised vocabulary.

In addition to the lexical level, attention should also be paid to the grammatical dimension of professional discourse. Intelligent technologies can be employed to analyse the structural organisation of linguistic units characteristic of economic texts, including financial reports, analytical reviews and business correspondence. Students examine syntactic constructions, such as conditional forms and passive structures, from the perspective of their functional appropriateness in professional communication. As a result, an awareness of the interrelationship between grammatical form and communicative intention is developed.

A further significant step involves the analysis of discourse markers and terminological units that ensure textual cohesion in economic discourse. With the support of digital tools, students may be tasked with identifying and classifying linguistic means that realise argumentation, generalisation, and cause–effect relationships (for example, *"however", "therefore", "as a result"*), analysing their function within professional communicative contexts. This approach ultimately fosters a holistic understanding of the mechanisms underlying the construction of professional discourse.

Continuing the analysis, it is also important to highlight the potential for providing individualised feedback. AI-based systems are capable of adapting learning content, task complexity and the pace of instruction in accordance with students' levels of language proficiency. At the same time, interactive platforms promptly analyse linguistic errors and guide corrective activities, which contributes to the improvement of grammatical, lexical and discursive skills and has a positive impact on learning outcomes [3, p. 146].

Summarising the above, it is appropriate to emphasise that the use of intelligent digital solutions in foreign language instruction enhances the visual clarity and cognitive richness of classroom activities, while also intensifying the educational process. Moreover, their application stimulates students' cognitive engagement, promotes interaction among learners with varying levels of academic activity and fosters the development of abstract and logical thinking. For instance, one manifestation of educational individualisation is the organisation of independent learning through adaptive resources, which allow for variation in both the content and complexity of instructional materials in accordance with students' educational needs and cognitive capacities [1, p. 80].

Within the context of forming professional discourse among students of economic specialisations, AI can be effectively employed for the staged modelling of language situations that reflect standard domains of professional communication. At the initial stage, this approach involves working with key economic lexical units and collocations, such as *"economic efficiency", "market segmentation", "financial risk", "business environment"*. Intelligent systems facilitate the analysis of the semantic structure of these units, their collocational patterns and their functioning within professional contexts, thereby promoting the conscious acquisition of the terminological framework essential for future economists.

The subsequent stage of the methodology involves the processing of linguistic constructions that represent standard models of professional economic discourse, for example, *"Market demand has significantly increased over the last quarter"* or "*Effective management decisions influence long-term profitability"*. Using digital tools, students are able to conduct structural-syntactic and pragmatic analyses of such statements, focusing on the relationship between grammatical form and the specificities of economic reasoning. This approach fosters an understanding of the functional role of syntax in the realisation of professional communication.

At a more advanced level, learning activities involve the interpretation of professional discourse expressions. For instance, sentences such as *"According to the annual report, operating costs*

were reduced due to strategic restructuring" or *"The proposed investment strategy may result in sustainable growth"* are analysed with reference to cause – effect relationships and argumentation structures. In this context, intelligent technologies serve as cognitive instruments, helping students identify the distinctive features of utterance construction and its communicative orientation.

Another important methodological component is the comparative analysis of alternative linguistic formulations for a single economic scenario. For example, comparing *"The company increased revenue by expanding foreign markets"* with "*Revenue growth was achieved through foreign market expansion"* enables students to appreciate the stylistic and discursive differences between active and passive constructions as well as their impact on the formality and neutrality of professional language. Consequently, learners develop flexibility in language choice, adapting their expression to the communicative requirements of professional tasks.

Building on the aforementioned aspects, it is important to note that the integration of intelligent technologies creates opportunities for the implementation of innovative teaching methods aimed at enhancing student motivation and engagement. In particular, personalised programmes have been developed, tailored to individual educational goals and the language proficiency level of each learner. Such solutions include using chatbots, creating virtual language laboratories, organising multimedia lectures with individual tracking of learning activity, conducting audio-linguistic simulation sessions and utilising mobile smart applications. Collectively, these approaches contribute to the formation of a dynamic learning environment in which English functions as both a tool for professional communication and a means of cognitive processing of specialised information [7].

Among these tools, the use of intelligent chatbots is particularly significant as a component of an interactive educational space. Chatbots can simulate standard professional communication scenarios (for example, *"pricing policy", "competitive advantage", "return on investment"*) and initiate analyses of lexical and phraseological units characteristic of business discourse. During such interactions, students are able to evaluate the appropriateness of language use in various contexts, while the system provides adaptive feedback regarding semantic accuracy and the pragmatic suitability of lexical choices.

Complementing this approach, virtual language laboratories built on intelligent technologies play an important role. Within this format, learners engage with situations involving the interpretation of economic texts in English, such as *"The decline in consumer demand affected overall market performance".* The system directs students' attention to key semantic components of the statements, supporting the establishment of connections between lexical and grammatical structures and the economic content of the message, ultimately fostering a deeper understanding of professional discourse.

The organisation of multimedia lectures with individual tracking of learning activity can be regarded as an effective format for working with language situations that require the analytical processing of economic information. In this context, students are invited to analyse linguistic constructions, such as *"Economic indicators suggest a slowdown in global trade",* while intelligent systems monitor difficulties in comprehending specific terms or syntactic patterns and provide additional examples or explanations tailored to each learner's level of language proficiency. As a result, targeted remediation is facilitated and a deeper understanding of the specialised content of professional statements is promoted.

An extrapolation of the above practice is represented by audio-linguistic simulation sessions supported by intelligent technologies, within which situations of perception and interpretation of professional spoken discourse are modelled. During such sessions, students are invited to analyse audio fragments containing professional utterances, for example, *"Rising inflation rates pose significant challenges for monetary policy".* The staged processing of the material contributes to the development of learners' awareness of intonational, lexical and semantic features of English-language economic discourse.

At the same time, within the context of contemporary language education, intelligent technologies function as an effective tool for the development of written competence, particularly in the formation of skills related to writing English-language essays with an economic focus. In this regard, the lecturer formulates a clearly structured prompt-based task specifying the topic, genre characteristics, communicative purpose and expected linguistic resources, while the system acts as a cognitive facilitator by suggesting possible conceptual directions, logical frameworks and argumentative structures. Of fundamental importance in this process is adherence to the principles of academic integrity: content directly generated by the system is not incorporated into the final version of the assignment, thereby ensuring the development of students' independent professional language production [4, p. 310].

For the practical implementation of these tasks, it is advisable to employ specialised platforms capable

of modelling professional communicative situations. In particular, services such as *ChatGPT (OpenAI)*, *Claude (Anthropic)* and *Gemini (Google)* enable the creation of scenarios for writing analytical essays and reports on economic topics, within which specialised terminology, for example, *"return on investment", "gross domestic product", "competitive advantage"* is systematically processed. As a result, professional vocabulary is integrated into logically structured English-language discourse, while learners' cognitive and analytical skills are simultaneously developed.

Alongside the development of written language skills, it is equally important to focus on the formation of pronunciation competence. The integration of digital platforms equipped with speech recognition functions (for example, *Otter.ai*) enables learners to practise intonation patterns and articulatory accuracy in professionally oriented utterances within role-based communicative situations. In particular, students are trained to accurately produce expressions such as *"risk assessment", "investment strategy", "market share analysis"*, while modelling business negotiations, financial project presentations, or briefing sessions. At the same time, the system provides immediate feedback, allowing for the prompt correction of errors and contributing to increased accuracy and effectiveness in professional communication.

Concurrently with the development of pronunciation skills, the formation of oral foreign language interaction more broadly becomes increasingly relevant. The implementation of AI-oriented communication platforms creates opportunities for students to engage in experimental practice using software tools aimed at enhancing intonational variation and communicative flexibility [8, p. 81].

Such tools enable learners to rehearse fragments of professional dialogues in formats such as *"business meeting", "investment pitch"* or "*financial briefing"*, employing constructions including according to *"according to the forecast", "risk assessment", "cost efficiency"*. Importantly, their application presupposes a combination of pedagogical support, transparency of digital procedures and the informed consent of students.

The final element of this instructional system is represented by intelligent simulators of professional communication, such as *Replika AI*, which facilitate the modelling of dynamic communicative scenarios. Within these environments, students assume the roles of economic analysts, financial consultants, or market researchers, respond to variable communicative conditions, and apply specialised vocabulary (for example, *"fiscal policy", "cost efficiency", "monetary policy"*). As a result, learners develop the ability to plan speech efficiently, rapidly select appropriate linguistic resources, and produce professionally reasoned utterances.

Virtual language laboratories, including *LingQ* and *Rosetta Stone AI*, may be regarded as effective tools for combining the analysis of authentic economic texts with the practical reproduction of their content in English. In particular, students are able to work with materials on topics such as *global supply chains", "trade balance", "inflation rate"*, while the AI system automatically monitors the accuracy of terminological usage and offers adaptive exercises aimed at enhancing language competence. As a result, the integration of receptive and productive language activities is ensured, contributing to the comprehensive development of professionally oriented communication skills.

At the same time, in order to increase the effectiveness of such digital solutions, it is essential that the platforms incorporate algorithms focused on linguistic and intercultural training. It should be emphasised that an understanding of the characteristics of high-context and low-context cultures facilitates the appropriate interpretation of communicative intentions in professional interaction. By shaping their own values, social orientations and professional beliefs, students construct individual meanings of activity, which in turn positively influences the development of their cognitive-communicative potential within professional discourse [8, p. 81].

In addition, it is appropriate to consider generative AI tools that enable the modelling of written professional situations. One such tool is *ChatGPT (OpenAI)*, which allows students to practise producing reports on *"market trends", "financial performance"* as well as analytical essays on *"investment strategy"*. The platform generates examples of sentences and collocations such as *"profit margin", "cost efficiency", "return on investment"*, thereby supporting the consolidation of specialised terminology and the structural organisation of professional discourse.

An effective complement to these tools is *Microsoft Copilot*, which integrates language practice directly into the performance of professionally oriented tasks. In particular, students can analyse financial documents or prepare presentation materials using specialised terminology (for example, *"gross domestic product", "financial forecast", "risk assessment"*). As a result, coherent English-language discourse is developed, and learners' ability to select appropriate linguistic resources accurately and efficiently in accordance with specific communicative situations is enhanced.

Another significant area concerns the development of oral communication skills. In this context, the application of speech recognition systems such as *Microsoft Azure Speech*, is particularly appropriate. The use of this tool enables the simulation of business negotiations or presentations in which students assume the roles of financial analysts or consultants. During these activities, professional expressions such as *"according to the forecast", "market share analysis", "cost reduction plan"* can be actively practised, thereby contributing to the improvement of pronunciation, intonation, and overall communicative competence.

In addition to the aforementioned services, it is also relevant to highlight integrated educational platforms, such as *Duolingo for Business*, which combine work with authentic economics-related texts and exercises aimed at developing lexical and grammatical competence. In particular, students are offered tasks involving the analysis of materials on topics such as *"global supply chains", "fiscal policy", "economic sustainability"*, while the system provides exercises for consolidating professional terminology and practising grammatical structures within the context of real-life language situations. As a result, a stable interdisciplinary language competence is formed.

From a broader perspective, it should be noted that the effective implementation of such technologies requires systematic monitoring and evaluation, as the educational needs of both students and teachers are subject to continuous change. The adaptation of digital tools to contemporary requirements, including the integration of multimedia and interactive resources, enables flexible modelling of professional language situations and supports the development of analytical thinking [6, p. 93].

Finally, summarising the above, it should be emphasised that, unlike media discourse, where terms frequently undergo semantic transformation for the purposes of simplification or metaphorisation, professional economic communication requires a high degree of precision, logical consistency and objectivity. For this reason, the use of intelligent tools gives rise to specific discursive practices characterised by increased intertextuality, variability in explicitness and the need for continual clarification to ensure accurate understanding of professional concepts [11, p. 144].

The use of platforms such as *Perplexity AI* and *Jasper AI* may be regarded as an effective means of modelling written and oral professional situations in the training of students of economic specialisations. In particular, within tasks focused on the analysis of market reports, students are able to identify key economic terms, such as "*net profit", "operational costs", "market demand"*, and produce concise analytical summaries employing the lexis of professional discourse. This approach combines the development of lexical competence with the formation of skills related to the structured presentation of ideas.

Equally important is the application of services such as *Writesonic* and *QuillBot*, which support real-time text processing. These tools enable students to perform editing and paraphrasing tasks involving economic documents, thereby enhancing their capacity for syntactic and semantic analysis. For example, transforming the sentence *"The company's revenue increased by 15% this quarter"* into *"Revenue growth for the firm reached 15% during this quarter"* allows learners to practise alternative syntactic constructions within a professional context.

Furthermore, in order to foster the development of oral discourse, it is appropriate to integrate speech recognition tools, including *Microsoft Azure Speech* and *Speak AI*. Their use facilitates the simulation of business negotiations, presentations or short professional speeches incorporating terminology such as *"cost-benefit analysis", "investment portfolio", "financial projections"*. As a result, students improve intonational and articulatory accuracy while also gaining greater confidence in professional communication in English.

Beyond language practice, the incorporation of multimedia tools that expand the formats of information presentation is also noteworthy. In particular, the integration of *Synthesia* for the creation of video-based case studies and *Tome AI* for the visualisation of economic data enables the modelling of complex communicative situations that combine lexis, grammar and professional communication strategies. For example, when preparing presentations on topics such as *"annual budget allocation"* or *"forecasting market trends"*, students synchronise oral speech with written and graphical materials, thereby replicating authentic workplace processes.

At the same time, the use of such technologies requires systematic methodological support and critical reflection. The continuous development of digital platforms necessitates careful monitoring of their application, the adaptation of traditional teaching approaches, and the cultivation of students' critical thinking when working with AI-generated content. In particular, it is essential to train learners to recognise linguistic, structural, and semantic markers of automatically generated materials and to use them as supplementary resources for analysing professional language situations [10, p. 76].

An illustrative example of this approach is the analysis of AI-generated financial reports. When working with such texts, students identify key terms, for instance "*gross margin", "operating expenses", "return on investment"*, establish logical relationships between them, and produce their own analytical paragraphs in accordance with the norms of economic discourse. Simultaneously, they develop the ability to detect formulaic constructions and stylistic features typical of automatically generated texts and to apply them consciously in professionally grounded statements.

It is also advisable to employ lexical and stylistic checking tools, such as *Grammarly* or *QuillBot*. Through the use of these services, students can compose analytical notes incorporating terms such as *"financial forecasting", "budget allocation", "market trends"*, while receiving feedback aimed at improving the precision and appropriateness of their expression. In this way, the staged development of written competence is ensured.

Finally, a rational complement is the practical use of voice-based AI platforms for practising oral scenarios, delivering a presentation on *"investment strategy"* or simulating negotiations on *"contract negotiation"*. Ultimately, the combination of communicative practice with analytical content processing contributes to the comprehensive development of oral communication skills and critical thinking within a professional environment.

The integration of AI-based interaction technologies into the system of foreign language education in higher education institutions signifies a qualitative transformation of pedagogical approaches. It affects not only the technical organisation of the educational process but also its conceptual foundations, influencing the roles of teachers, the level of student engagement and the overall structure of language training.

In turn, the realisation of AI potential in higher language education is implemented across several interrelated dimensions. First, it involves the introduction of personalised learning through the design of individual educational trajectories aligned with learners' proficiency levels, cognitive characteristics and professional needs. Second, the automation of routine educational functions such as the assessment of tests and practical assignments contributes to greater objectivity in evaluation and reduces the influence of the human factor.

The practical implementation of these approaches can be observed in the use of contemporary language platforms, including *ChatGPT*, *Perplexity AI* and *Writesonic*, which enable the modelling of professionally oriented communicative situations. For example, during market analysis tasks, students can produce business reports using specialised vocabulary (such as *"revenue growth", "cost-benefit analysis", "profit margin"*) and assess the semantic accuracy of their conclusions. This approach fosters the development of critical thinking, enhances skills in the structured presentation of information, and strengthens learners' ability to recognise structural and semantic markers of AI-generated content.

At the same time, editing and language-correction tools, such as *Grammarly* and *QuillBot*, contribute to the refinement of written communication. Through their use, students are able to experiment with syntactic patterns and professional terminology (for example, *"market trends", "investment strategy", "budget allocation"*), while receiving recommendations aimed at enhancing accuracy, stylistic appropriateness and cognitive clarity in the context of economic discourse.

The development of oral communicative competence is further supported by the application of voice-based platforms, such as *Speechify*. Their use enables the simulation of authentic professional scenarios, including the presentation of financial forecasts, contract negotiations and business discussions, thereby fostering improvements in pronunciation, intonational expressiveness and the logical organisation of spoken output. As a result, students' confidence in professional interaction in English is significantly enhanced.

Additional opportunities are provided by analytical services, in particular *Socratic by Google Help*, which stimulate the examination of economic case studies, the formulation of well-argued conclusions, and engagement in professional discussions using specialised vocabulary (for instance, *"gross profit", "operational efficiency", "risk assessment"*). This approach ensures the integration of linguistic knowledge with professional competences and brings the learning process closer to the real conditions of future professional activity.

Thus, the comprehensive integration of AI-based platforms into professionally oriented language education for students of economics facilitates a balanced combination of linguistic, cognitive and communicative components of training. This, in turn, supports the formation of competitive specialists capable of functioning effectively within a digitalised global environment.

Conclusions. The conducted analysis demonstrates that the integration of artificial intelligence technologies to form professional English-language discourse among higher education students possesses substantial cognitive-communicative potential and

contributes significantly to enhancing the effectiveness of professionally oriented language training. On the one hand, intelligent digital tools facilitate the staged processing of lexical, grammatical and discursive units, enable the modelling of authentic professional situations and provide personalised feedback, thereby intensifying the acquisition of specialised terminology and the development of sustainable communicative skills.

On the other hand, their application creates favourable conditions to integrate receptive and productive language activities, develop critical thinking and learner autonomy and adapt the educational process to students' individual cognitive characteristics.

At the same time, the findings indicate that the pedagogical effectiveness of artificial intelligence is contingent upon its use as an auxiliary cognitive-communicative instrument rather than as a substitute for the lecturer. Functioning in a complementary role, AI supports the methodological coherence and goal-oriented organisation of instruction, while preserving the central role of the educator in guiding, contextualising, and evaluating learning outcomes.

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